

The Critical Care Anesthesiology Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education

The American Board of Anesthesiology



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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.

Critical Care Anesthesiology 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 the Next Accreditation System and Milestones are posted on the Next Accreditation System section of the ACGME website.

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a 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: Crisis Management				
Level1	Level2	Level3	Level4	Level5
Recognizes acutely ill or medically deteriorating patients; initiates basic medical care for common acute events; calls for help appropriately	Constructs prioritized differential diagnoses that include the most likely etiologies for acute clinical deterioration; initiates treatment with indirect supervision and seeks direct supervision appropriately	Identifies and manages clinical crises with indirect supervision; may require direct supervision in complex situations Identifies and consults with appropriate specialty services to optimize management with indirect supervision	Identifies and manages clinical crises appropriately with conditional independence Identifies and consults with appropriate specialty services to optimize management with conditional independence Provides appropriate support to families during crisis situations	Leads crisis team response Sets clinically appropriate priorities for resource utilization Serves as a consultant to other members of the health care team for crisis management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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: Patient Assessment and Development of a Care Plan				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>With direct supervision, identifies disease processes and medical or surgical issues relevant to critical care; may need guidance in prioritizing clinical issues and their implications for critical care</p> <p>Requires direct supervision to formulate a plan of care that takes into account the most critical issues</p> <p>Recognizes the need to solicit input into care plan from patients, family members, and surrogates</p>	<p>With indirect supervision, identifies disease processes and medical or surgical issues relevant to critical care</p> <p>May need guidance in identifying unusual clinical presentations and their implications for critical care</p> <p>With indirect supervision, prioritizes and formulates a plan of care that addresses critical issues</p> <p>Solicits input about patient preferences and goals of care from patients and family members</p> <p>With direct supervision, identifies appropriate level of care (e.g., intensive care unit [ICU], transitional care unit)</p>	<p>With conditional independence, identifies disease processes and medical or surgical issues relevant to critical care</p> <p>With conditional independence, identifies, prioritizes, and develops a plan to manage unusual clinical presentations</p> <p>Recognizes the need to solicit expertise from consulting services to optimize patient care</p> <p>Incorporates patient and surrogate preferences into care plan when appropriate</p> <p>With indirect supervision, identifies appropriate level of care (e.g., ICU, transitional care unit)</p>	<p>With conditional independence, identifies, prioritizes, and develops a comprehensive plan for patients with unusual clinical presentations</p> <p>Supervises other trainees in the development and implementation of a plan of care for the critically-ill patient</p> <p>With conditional independence, serves as a consultant in the management of a critically-ill patient</p> <p>With conditional independence, develops care plan in partnership with patients and family members when appropriate</p> <p>Appropriately utilizes consulting services to optimize patient care</p>	<p>Independently identifies, prioritizes, and develops a comprehensive plan that includes unusual clinical presentations</p> <p>Is sought out as a consultant in the management of critically-ill patients</p> <p>Utilizes consulting services cost-effectively to advance clinical care and personal expertise</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Patient Care: Crisis Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes acutely ill or medically deteriorating patients; initiates basic medical care for common acute events; calls for help appropriately	Constructs prioritized differential diagnoses that include the most likely etiologies for acute clinical deterioration; initiates treatment with indirect supervision, and seeks direct supervision appropriately	<p>With indirect supervision, identifies and manages clinical crises; may require direct supervision in complex situations</p> <p>With indirect supervision, identifies and consults with appropriate specialty services to optimize management</p> <p>Identifies the need to address family and other needs during crisis management for a critically-ill patient</p>	<p>With conditional independence, identifies and manages clinical crises appropriately</p> <p>With conditional independence, identifies and consults with appropriate specialty services to optimize management</p> <p>Provides appropriate support to families during crisis situations; identifies needed support services, and facilitates their participation in addressing family needs</p>	<p>Sets clinically-appropriate priorities for resource utilization during crisis management</p> <p>Serves as a consultant to other members of the health care team for crisis management</p> <p>Serves as a resource related to crisis management within the institution and for national specialty organizations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Patient Care: Procedural Skills/Technical Abilities/Interpretation				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Independently identifies the clinical indications for arterial catheters and central venous catheters</p> <p>Independently selects and inserts the appropriate catheters or devices</p> <p>Recognizes and appropriately troubleshoots malfunctions of standard monitoring equipment</p>	<p>With direct supervision, performs advanced procedures, including thoracentesis, fiberoptic bronchoscopy, and cricothyroidotomy</p> <p>Under direct supervision, performs, interprets, and modifies management based on data from advanced monitoring techniques, including pulmonary artery catheterization and ultrasound (to include lung, abdominal, and cardiac imaging)</p>	<p>With indirect supervision, performs and supervises others in advanced procedures</p> <p>With indirect supervision, performs, interprets, and modifies management based on data from advanced monitoring techniques</p>	<p>With conditional independence, performs and supervises others in advanced procedures</p> <p>With conditional independence, performs, interprets, and modifies management based on data from advanced monitoring techniques</p> <p>With conditional independence, instructs and supervises other trainees in advanced monitoring techniques</p> <p>Fulfills requirements to apply for certification in advanced monitoring techniques</p>	<p>Serves as a consultant to other health care providers in use, performance, and interpretation of data from advanced monitoring techniques</p> <p>Where applicable, obtains certification in advanced monitoring techniques</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Patient Care: Management of Respiratory Failure				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes respiratory failure and develops a differential diagnosis and care plan under direct supervision</p> <p>With direct supervision, selects and implements basic ventilation strategies (e.g., assist control, pressure support, non-invasive strategies)</p>	<p>Identifies more complex etiologies for respiratory failure</p> <p>With indirect supervision, anticipates the interaction between the respiratory system and other organ systems, and the impact on this relationship on the care plan</p> <p>With direct supervision, selects from a variety of modes of ventilation or respiratory care techniques, and initiates the appropriate interventions to optimize gas exchange and minimize complications</p>	<p>With indirect supervision, interprets relevant data to develop a patient care plan</p> <p>With indirect supervision, selects from a variety of modes of ventilation or respiratory care techniques, and initiates the appropriate interventions to optimize gas exchange and minimize complications</p> <p>With indirect supervision, assesses the impact of derangements in other organ systems on respiratory function and manages them</p>	<p>With conditional independence, interprets relevant data to develop a patient care plan</p> <p>With conditional independence, selects from a variety of modes of ventilation or respiratory care techniques, and initiates the appropriate interventions to optimize gas exchange and minimize complications</p> <p>With conditional independence, assesses the impact of derangements in other organ systems on respiratory function and manages them</p>	<p>Serves as a consultant to respiratory care service in development of policies and procedures to optimize patient care</p> <p>Directs evidenced-based protocol development and refinement of ventilator strategies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Patient Care: Palliative Medicine/End-of-Life Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the need for a care plan that is consistent with patient/family goals for care	<p>With direct supervision, manages pharmacologic and therapeutic interventions to alleviate discomfort and distress associated with palliative care</p> <p>Recognizes that the care plan to be culturally sensitive to the needs of patients, their families, and other health care providers</p> <p>Recognizes the need to modify management during the transition to palliative care</p>	<p>Delineates patient and family expectations with regard to outcome</p> <p>With indirect supervision, manages pharmacologic and therapeutic interventions to alleviate discomfort and distress associated with palliative care</p> <p>With indirect supervision, develops a culturally-sensitive care plan that incorporates the needs of patients, their families, and other health care providers</p>	<p>With conditional independence, manages pharmacologic and therapeutic interventions to alleviate discomfort and distress associated with palliative care</p> <p>With conditional independence, develops a culturally-sensitive care plan that incorporates the needs of patients, their families, and other health care providers</p>	<p>Participates in ethics or other institutional committees to guide policies on palliative care</p> <p>Serves as a liaison between the critical care and palliative care services</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Medical Knowledge: Pharmacology				
Level 1	Level 2	Level 3	Level 4	Level 5
With direct supervision, demonstrates knowledge of the pharmacology, clinical indications, and application of medications used in the care of critically-ill patients, including vasoactive drugs, sedatives, analgesics, immunotherapy, and antibiotics	With indirect supervision, applies the pharmacology, clinical indications, and selection of medications used in the care of critically-ill patients With indirect supervision, appropriately utilizes consulting services to optimize pharmacologic management	With conditional independence, applies the pharmacology, clinical indications, and selection of medications used in the care of critically-ill patients With conditional independence, appropriately utilizes consulting services to optimize pharmacologic management	Independently applies understanding of pharmacology, clinical indications, and selection of medications (including medication interactions) used in the care of critically-ill patients	Serves as a consultant in pharmacotherapy for critically-ill patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Medical Knowledge: Medical Knowledge of Critical Care Medicine				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates a basic knowledge of pathophysiology and pharmacology of critical illness	Demonstrates a comprehensive understanding of disease processes relevant to the practice of critical care medicine	Applies a comprehensive understanding to the teaching of other trainees and members of the health care team Advances medical knowledge by participating in scholarly activity	Integrates medical knowledge into clinical management to optimize patient care (e.g., leads rounds, case conferences) Initiates a quality improvement or other scholarly activity	Disseminates knowledge of critical illness at local and regional conferences or through publications Contributes to development of institutional standards for management of critically-ill patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Systems-based Practice: Interprofessional and Transitions of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Requires direct supervision to effectively collaborate as a member of an interprofessional team within the health care system</p> <p>Requires direct supervision for effective transitions of care within the health care system</p>	<p>With indirect supervision, effectively collaborates during routine care as a member of an interprofessional care team within the health care system</p> <p>Requires direct supervision to effectively collaborate during complex clinical situations (e.g., emergencies) within the health care system</p> <p>With indirect supervision, manages transitions of care within the health care system</p>	<p>With indirect supervision, manages the interprofessional care team for all clinical situations within and between health care systems</p> <p>With direct supervision, coordinates transitions of care for all clinical situations within and between health care systems</p>	<p>With conditional independence, leads the interprofessional care team for all clinical situations</p> <p>With conditional independence, coordinates transitions of care for all clinical situations</p>	<p>Develops methods to optimize and coordinate care throughout the continuum</p> <p>Serves as a role model and teacher in demonstrating effective methods for coordination of care during transitions across health care systems</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Systems-based Practice: Incorporation of Patient Safety and Quality Improvement into Clinical Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Needs prompting to consistently incorporate patient safety principles into clinical practice</p> <p>Needs prompting to incorporate principles of continuous quality improvement into clinical practice</p>	<p>Identifies common causes of adverse clinical events and medical device-related hazards and complications, and communicates them to faculty members and staff</p> <p>Reports near misses and complications associated with clinical care using the incident reporting system</p>	<p>Identifies opportunities and activities to optimize patient safety and quality of care, and initiates quality improvement processes to address them</p> <p>Collaborates with colleagues to identify ways to reduce the occurrence of near-misses and complications</p> <p>Participates in retrospective case reviews, root cause analyses, and sentinel event reviews</p>	<p>Substantially participates in a patient safety or quality improvement project</p> <p>Identifies opportunities to improve practice to optimize patient care</p> <p>Utilizes data about clinical practice to define opportunities to improve patient care</p>	<p>Serves as a role model and mentor in identifying patient safety or quality improvement initiatives within the institution and specialty organizations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Systems-based Practice: Understanding of Health Care Economics – cost awareness and cost-benefit analysis				
Level 1	Level 2	Level 3	Level 4	Level 5
Needs prompting to consider costs of medications, devices, tests, and procedures when making clinical decisions	Understands general concepts related to the economics of clinical practice, including the costs of care, cost vs. charge relationships, and cost-benefit implications when selecting medications, devices, tests, and procedures	Consistently integrates cost awareness and cost-benefit analysis into clinical practice	Substantially contributes to programs to reduce costs and improve efficiency of clinical care Identifies opportunities to reduce total costs of care without compromising patient outcomes	Leads a team or teams to determine the most cost-effective strategies for all aspects of a procedure Substantially contributes to reengineering projects (e.g., LEAN) to improve clinical care and reduce costs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Practice-based Learning and Improvement: Self-directed Learning and Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Completes assigned/recommended readings and reviews literature related to specific patient problems</p> <p>Participates in journal clubs, morbidity and mortality conferences, and other educational activities</p>	<p>Critically evaluates the scientific literature and understands limitations in addressing clinical issues</p> <p>Uses self-directed literature review to modify patient care</p>	<p>Independently integrates evidence-based practices into clinical care</p> <p>Participates in clinical research projects within the subspecialty</p> <p>Analyzes and modifies practice based on self-directed learning</p> <p>Identifies resources to facilitate critical appraisal of the literature (i.e., data analysis, statistics, research design)</p>	<p>Participates in development of evidence-based clinical protocols and guidelines</p> <p>Identifies opportunities to improve personal clinical practices and learn from multiple sources</p>	<p>Participates in editorial reviews and other scholarly activity for peer-reviewed medical journals</p> <p>Participates in professional societies and other activities to advance scholarship</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Practice-based Learning and Improvement: Education of Team Members and Other Health Care Providers				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the value of disseminating educational information to medical students, residents, and other health care team members</p> <p>Communicates plans for care and their rationale to other health care providers with prompting</p>	<p>With indirect supervision, effectively explains clinical decision making and its rationale to other members of the health care team</p> <p>Effectively presents relevant information at educational conferences</p>	<p>Seeks opportunities to provide thoughtful and relevant communication to other members of the health care team in the clinical setting and through presentations at educational conferences</p> <p>Coordinates conferences and case discussions</p>	<p>Actively promotes education of all team members and other providers regarding clinical practice and optimization of patient care</p> <p>Disseminates educational research through presentations and/or publications</p>	<p>Develops patient-oriented educational materials to optimize communication with patients and families</p> <p>Develops an educational curriculum for members of the health care team to optimize understanding of clinical issues and quality of care</p> <p>Serves as a role model for teaching and mentoring</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Professionalism: Commitment to Institution, Department, and Colleagues				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Complies with institutional policies and regulations, including duty hours</p> <p>Acts as a reliable and trustworthy team member (e.g., is honest in all communications, volunteers to assist colleagues, when appropriate, to cover illnesses/absences)</p> <p>Completes requested evaluations (e.g., faculty member, program, peer, ACGME Resident Survey) in a timely manner</p> <p>Consistently attends and participates in divisional and departmental activities</p>	<p>Serve as a role model to other trainees on the importance of professionalism in clinical practice</p>	<p>Serves as a role model and responsible representative of the division/program/department</p> <p>Demonstrates an appreciation of the importance of effective communication at all levels</p> <p>Understands and disseminates the importance of respectful and culturally-sensitive interactions with colleagues</p>	<p>Participates in divisional, departmental, and institutional committees</p> <p>Serves as a resource to medical students and residents in addressing professional practice and its impact on well-being</p> <p>Supports colleagues after adverse clinical outcomes, and identifies resources needed to address concerns</p>	<p>Participates in regional or national committees</p> <p>Chairs institutional, regional, or national committees related to professionalism and optimizing colleague interactions</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Professionalism: Receiving and Giving Feedback				
Level 1	Level 2	Level 3	Level 4	Level 5
Seeks constructive feedback from faculty members and colleagues	Provides constructive feedback to residents and medical students in a tactful and supportive way Accepts feedback from faculty members and incorporates suggestions into practice	Consistently seeks feedback from patients, family members, and other members of the care team (i.e., multisource feedback) Correlates feedback with self-reflection, and incorporates it into lifelong learning to enhance patient care	Provides constructive feedback to physician and non-physician members of the patient care team in a tactful and supportive way to enhance patient care	Effectively seeks and provides constructive feedback in challenging situations (e.g., when there is resistance, there are adverse outcomes, or an experienced practitioner is involved)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Professionalism: Responsibility to Maintain Personal Emotional, Physical, and Mental Health				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic professional responsibilities, such as reporting for work rested and prepared with appropriate professional attire and grooming</p> <p>Demonstrates knowledge of basic requirements related to fatigue management, sleep deprivation, and principles of physician well-being</p> <p>Recognizes the need to balance patient, personal, institutional, and societal needs when providing care</p>	<p>Demonstrates the ability to balance personal, institutional, and societal goals with professional responsibilities</p> <p>Identifies departmental and institutional resources available to address issues related to personal well-being in self and others</p>	<p>Reports concerns about the health or well-being of colleagues to a more experienced individual</p> <p>Reinforces to residents the importance of compliance with systems to prevent impairment</p> <p>Recognizes the impact of adverse patient outcomes on one's personal well-being and seeks assistance in addressing it</p>	<p>Teaches residents and students about the need to balance patient, personal, institutional, and societal needs when providing care</p> <p>Serves as a resource to medical students and residents in addressing professional practice and its impact on well-being</p>	<p>Serves as a resource for the development of organizational policies and procedures regarding professional responsibilities</p> <p>Assists with or leads interventions for suspected impaired colleagues</p> <p>Serves as resource for colleagues returning from treatment for impairment</p> <p>Serves on institutional physician wellness committee</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Interpersonal and Communications Skills: Communication with Patients and Families				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Effectively communicates routine information in a respectful and culturally-sensitive manner</p> <p>Obtains informed consent/assent for routine procedures using language appropriate to the patient's and family's level of understanding</p> <p>Recognizes situations where communication of information requires the assistance of another individual and asks for help</p> <p>Recognizes that institutional resources are available to assist with disclosure of medical errors</p>	<p>Effectively uses appropriate resources (e.g., translator, patient representative) to optimize communication</p> <p>Identifies situations where patient and family conflicts exist, and appropriately seeks assistance with reaching a resolution</p> <p>Manages simple patient and family conflicts</p>	<p>With minimal supervision, manages patient and family conflicts in complex situations (e.g., when there are cultural factors, end-of-life issues, custodial issues), including communication with persons of different socioeconomic and cultural backgrounds</p> <p>Understands the importance of disclosing medical errors or complications to patients and/or families</p> <p>Effectively participates in multidisciplinary communication</p> <p>Consults appropriate institutional resources (e.g., risk management, bioethics committee)</p>	<p>With conditional independence, manages patient and family conflicts in complex situations</p> <p>With indirect supervision, discloses medical errors or complications to patients and/or families</p>	<p>Consistently ensures effective communication and resolution of concerns occurs with patients and/or families</p> <p>Independently manages patient and family conflicts in all situations</p> <p>With conditional independence, discloses medical errors or medical complications to patients and/or families</p> <p>Models cross-cultural communication and establishes therapeutic relationships with persons of diverse socioeconomic and cultural backgrounds</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				