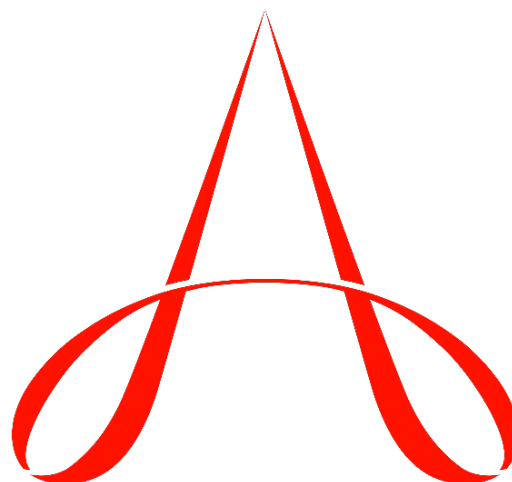




Selective Pathology Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

Second Revision: November 2020

First Revision: May 2014

Selective Pathology Milestones

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

Selective Pathology Milestones Work Group

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The ACGME would like to thank the following organizations for their continued support in the development of the Milestones:

American Board of Pathology

Review Committee for Pathology

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for resident/fellow performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in his/her educational program just as a senior fellow may be at a lower level later in his/her educational program. There is no predetermined timing for a resident to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

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

Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Additional resources are available in the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at www.acgme.org.

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.

Practice-Based Learning and Improvement 2: Commitment to Reflective Practice and Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Establishes personal and professional goals, identifying gap(s) between goals and current performance	Demonstrates receptiveness to feedback, analyzing and reflecting on factors contributing to gap(s) between goals and current performance Designs and implements a learning plan, with prompting	Seeks feedback episodically, and institutes behavioral change(s) when necessary Independently creates and implements an individualized learning plan	Seeks feedback consistently, and sustains behavioral change as necessary Uses performance data to measure the effectiveness of the learning plan and when necessary, improves it	Role models consistently seeking performance data with adaptability and humility, and coaches others on reflective practice Facilitates the design and implementing learning plans for others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed 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: Reporting (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the key elements of a report and the need for timely reporting	Generates a timely report for a simple case	Generates a timely report that includes synoptic templates and/or ancillary testing for a complex case, with assistance	Independently generates timely, integrated reports for complex cases	Independently generates a report that addresses discordant diagnosis or clinical discrepancy
Describes the role of comments in a pathology report	Generates comments and makes simple recommendations	Generates comments that include the language of uncertainty, as appropriate, with assistance	Independently generates a nuanced comment that includes the language of uncertainty and complex recommendations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Rotated	<input type="checkbox"/>

Patient Care 2: Gross Examination (Track A and B)				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the importance of dissection and gross tissue sampling with use of appropriate resources	Samples and documents simple cases, with assistance	Triages, samples, and documents complex cases, with assistance; independently triages, samples, and documents simple cases	Independently triages, samples, and documents complex cases	Applies innovative grossing techniques and supervises others in gross examination of unusually complex specimens
Maintains specimen integrity to avoid sample misidentification	Identifies specimen integrity issues (e.g., fixation, tissue carryover, orientation)	Resolves specimen integrity issues, with assistance	Independently resolves specimen integrity issues	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Rotated	<input type="checkbox"/>

Patient Care 3: Intra-Operative Consultation (IOC), including Frozen Section (Track A and B)				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes indications for IOC	Assesses requests for simple IOC and plans workflow, with assistance	Independently assesses and manages requests for simple IOC and plans workflow; for complex cases, addresses requests for IOC, with assistance	For complex cases, independently manages, prioritizes, and addresses requests for IOC	
Discusses specimen-dependent variability in approach to IOC	Procures tissue for diagnosis and prepares quality slides for simple specimens, in a timely manner	Procures tissue for diagnosis and prepares quality slides for complex specimens, in a timely manner	Supervises residents and advises technical staff members in the performance of IOC	Develops a plan for process improvement in the performance of IOC
Identifies broad diagnostic categories (i.e., benign versus malignant, normal versus abnormal) in routine IOC	Interprets and reports routine IOC, with assistance	Independently interprets and reports routine IOC	Independently interprets and reports IOC for complex cases and uses language of uncertainty, as indicated	Serves as a consultant for interpreting and reporting IOC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1 <input type="checkbox"/>	Not Yet Rotated <input type="checkbox"/>

Patient Care 4: Microscopic Examination and Ancillary Testing for Diagnosis (Track A and B)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses microscopic examination to identify normal and abnormal histology</p> <p>Identifies need for ancillary testing</p>	<p>Uses microscopic examination to diagnose simple cases</p> <p>Selects and interprets ancillary testing</p>	<p>Uses microscopic examination to generate and prioritize a differential diagnosis for complex cases</p> <p>Independently integrates results of ancillary testing into final diagnosis</p>	<p>Uses microscopic examination to make a diagnosis for complex or challenging cases, including when confounding factors are present</p> <p>Reconciles conflicting ancillary testing results</p>	<p>Serves as a reference for microscopic examination of complex or challenging cases</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Rotated <input type="checkbox"/></p>	

Patient Care 5: Interpretation (Track C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the importance of results of laboratory assays used in clinical pathology and diagnostic techniques	Interprets results of common laboratory assays used in clinical pathology and diagnostic techniques	Interprets results of uncommon laboratory assays used in clinical pathology and diagnostic techniques	Interprets results of esoteric laboratory assays used in clinical pathology and diagnostic techniques	Demonstrates expertise in interpreting laboratory assays
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Rotated <input type="checkbox"/>

Medical Knowledge 1: Clinical Reasoning (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates a basic framework for clinical reasoning	Uses clinical reasoning to determine relevant information	Synthesizes information to inform clinical reasoning, with assistance	Independently synthesizes information to inform clinical reasoning in complex cases	Demonstrates intuitive approach to clinical reasoning for complex cases
Identifies appropriate resources to inform clinical reasoning	Selects relevant resources based on scenario to inform decisions	Seeks and integrates evidence to inform diagnostic decision making in complex cases, with assistance	Independently seeks out, analyzes, and applies relevant original research to diagnostic decision making in complex clinical cases	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Not Yet Completed Level 1 <input type="checkbox"/>				
Not Yet Rotated <input type="checkbox"/>				

Medical Knowledge 2: Knowledge of Established and Evolving Biomedical, Clinical, Epidemiological, and Social-Behavioral Sciences (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic medical knowledge acquired in residency	Demonstrates advanced medical knowledge, including common neoplastic and non-neoplastic diseases as applicable	Applies advanced medical knowledge, including uncommon neoplastic and non-neoplastic diseases as applicable	Integrates advanced medical knowledge, including uncommon neoplastic and non-neoplastic diseases as applicable, with reference to literature	Critiques current state of medical knowledge and places it in historical context
Demonstrates basic knowledge of molecular techniques, immunohistochemistry, and/or histochemistry	Demonstrates advanced knowledge of molecular techniques, immunohistochemistry, and/or histochemistry	Applies advanced knowledge of molecular techniques, immunohistochemistry, and/or histochemistry	Integrates advanced knowledge of molecular techniques, immunohistochemistry, and/or histochemistry with reference to literature	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Rotated	<input type="checkbox"/>

Systems-Based Practice 1: Patient Safety and Quality Improvement (QI) (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to clinicians and/or patients and families, as appropriate (simulated or actual)	Discloses patient safety events to clinicians and/or patients and families, as appropriate (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic QI methodologies and metrics	Describes departmental and institutional QI initiatives	Participates in departmental and institutional QI initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a QI project	Creates, implements, and assesses QI initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: Systems Navigation for Patient-Centered Care (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of case coordination	Coordinates care of patients/specimens in routine cases effectively using interprofessional teams	Coordinates care of patients/specimens in complex cases effectively using interprofessional teams	Models effective coordination of patient-centered care among different disciplines and specialties	Analyses the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine situations	Performs safe and effective transitions of care/hand-offs in complex situations	Models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies pathology's role in population and community health needs and inequities for the local population	Identifies opportunities for pathology to participate in community and population health	Recommends and/or participates in changing and adapting practice to provide for the needs of communities and populations	Leads innovations and advocates for populations and communities with health care inequities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: Physician Role in Health Care System (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)</p> <p>Describes basic health payment systems (e.g., government, private, public, uninsured care) and practice models</p>	<p>Describes how components of a complex health care system are interrelated, and how this impacts patient care</p> <p>Documents testing detail and explains the impact of documentation on billing and reimbursement</p>	<p>Discusses how individual practice affects the broader system (e.g., test use, turnaround time)</p> <p>Engages with clinicians and/or patients in shared decision making, such as use of preauthorization for complex testing</p>	<p>Manages various components of the complex health care system to provide efficient and effective patient care and transition of care</p> <p>Practices and advocates for cost effective patient care with consideration of the limitations of each patient's payment model</p>	<p>Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care</p> <p>Participates in health policy advocacy activities</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 Completed Level 1 <input type="checkbox"/></p>				

Systems-Based Practice 4: Accreditation, Compliance, and Quality (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge that laboratories must be accredited</p> <p>Discusses the need for quality control and proficiency testing</p>	<p>Demonstrates knowledge of the components of laboratory accreditation and regulatory compliance (e.g., Clinical Laboratory Improvement Amendments), either through training or experience</p> <p>Interprets quality data and charts and trends, including proficiency testing results, with assistance</p>	<p>Identifies the differences between accreditation and regulatory compliance; discusses the process for achieving accreditation and maintaining regulatory compliance</p> <p>Demonstrates knowledge of the components of a laboratory quality management plan</p> <p>Discusses implications of proficiency testing failures</p>	<p>Participates in an internal or external laboratory inspection</p> <p>Reviews the quality management plan to identify areas for improvement</p> <p>Performs analysis and review of proficiency testing failures and recommends a course of action, with oversight</p>	<p>Serves as a resource for accreditation at the regional or national level</p> <p>Creates and follows a comprehensive quality management plan</p> <p>Independently formulates a response for proficiency testing failures</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 Completed Level 1 <input type="checkbox"/></p>				

Systems-Based Practice 5: Utilization (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies general selective pathology work practices and workflow (e.g., molecular diagnostic, histology, immunohistochemistry stains, chemical tests)	Explains rationale for utilization patterns in own practice setting	Identifies opportunities to optimize utilization of pathology resources	Initiates efforts to optimize utilization	Completes a utilization review and implements change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 1: Evidence-Based Practice and Scholarship (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and select applicable evidence	Identifies and applies the best available evidence to guide diagnostic work-up of simple cases	Identifies and applies the best available evidence to guide diagnostic work-up of complex cases	Critically appraises and applies evidence to guide care, even in the face of conflicting data	Teaches others to critically appraise and apply evidence for complex cases; and/or participates in the development of guidelines
is aware of the need for patient privacy, autonomy, and consent as applied to clinical research	Develops knowledge of the basic principles of research (demographics, Institutional Review Board, human subjects), including how research is evaluated, explained to patients, and applied to patient care	Applies knowledge of the basic principles of research such as informed consent and research protocols to clinical practice, with supervision	Proactively and consistently applies knowledge of the basic principles of research such as informed consent and research protocols to clinical practice	Suggests improvements to research regulations and/or substantially contributes to the primary literature through basic, translational, or clinical research
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to receiving performance data and feedback in order to inform goals	Seeks performance data and feedback with humility	Actively and consistently seeks performance data and feedback with humility	Models seeking performance data and accepting feedback with humility
Identifies the gap(s) between expectations and actual performance	Analyzes and reflects on the factors which contribute to gap(s) between expectations and actual performance	Institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Critically evaluates the effectiveness of behavioral changes in narrowing the gap(s) between expectations and actual performance	Coaches others in reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with assistance	Independently creates and implements a learning plan	Uses performance data to measure the effectiveness of the learning plan and improves it when necessary	Facilitates the design and implementing learning plans for others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 1: Professional Behavior and Ethical Principles (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics</p> <p>Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers; identifies and describes potential triggers for professionalism lapses</p>	<p>Analyzes straightforward situations using ethical principles</p> <p>Demonstrates insight into professional behavior in routine situations; takes responsibility for one's own professionalism lapses</p>	<p>Recognizes the need and uses relevant resources to seek help in managing and resolving complex ethical situations</p> <p>Demonstrates professional behavior in complex or stressful situations</p>	<p>Independently resolves and manages complex ethical situations</p> <p>Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others</p>	<p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</p> <p>Coaches others when their behavior fails to meet professional expectations</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 Completed Level 1 <input type="checkbox"/></p>				

Professionalism 2: Accountability and Conscientiousness (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Responds promptly to instructions, requests, or reminders to complete tasks and responsibilities	Takes ownership and performs tasks and responsibilities in a timely manner with attention to detail	Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner and describes the impact on team	Anticipates and intervenes in situations that may impact others' ability to complete tasks and responsibilities in a timely manner	Takes ownership of system outcomes, and implements new strategies when necessary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Self-Awareness and Help-Seeking (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes limitations in the knowledge/skills/ behaviors of self or team, with supervision	Independently recognizes limitations in the knowledge/skills/ behaviors of self or team and seeks help when needed	Proposes and implements a plan to remediate or improve the knowledge/ skills/behaviors of self or team, with supervision	Independently develops and implements a plan to remediate or improve the knowledge/skills/ behaviors of self or team	Serves as a resource or consultant for developing a plan to remediate or improve the knowledge/ skills/behaviors
Recognizes status of personal and professional well-being, with supervision	Independently recognizes status of personal and professional well-being and seeks help when needed	Proposes and implements a plan to optimize personal and professional well-being, with supervision	Independently develops and implements a plan to optimize personal and professional well-being	Coaches others when responses or limitations in knowledge/skills do not meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses language and nonverbal behavior to demonstrate respect and establish rapport</p> <p>Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system</p>	<p>Establishes a relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers to effective communication (e.g., health literacy, cultural)</p>	<p>Sensitively and compassionately delivers medical information, with supervision</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p>	<p>Independently, sensitively, and compassionately delivers medical information and acknowledges uncertainty and conflict</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p>	<p>Mentors others in the sensitive and compassionate delivery of medical information</p> <p>Models self-awareness while teaching a contextual approach to minimize communication barriers</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 2: Interprofessional and Team Communication (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses language that values all members of the health care team	Communicates information effectively with all health care team members	Uses active listening to adapt communication style to fit team needs	Coordinates recommendations from different members of the health care team to optimize patient care	Models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Describes the utility of constructive feedback	Solicits feedback on performance as a member of the health care team	Integrates feedback from team members to improve communication	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 3: Communication within Health Care Systems (Track A, B, and C)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Safeguards patient personal health information by communicating through appropriate means as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)</p> <p>Identifies institutional and departmental structure for communication of issues</p>	<p>Selects forms of communication based on context and urgency of the situation</p> <p>Respectfully communicates concerns about the system</p>	<p>Communicates while ensuring security of personal health information, with supervision</p> <p>Uses institutional structure to effectively communicate clear and constructive suggestions to improve the system</p>	<p>Independently communicates while ensuring security of personal health information</p> <p>Initiates conversations on difficult subjects with appropriate stakeholders to improve the system</p>	<p>Guides departmental or institutional communication around policies and procedures regarding the security of personal health information</p> <p>Facilitates dialogue regarding systems issues among larger community stakeholders (e.g., institution, health care system, field)</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 Completed Level 1 <input type="checkbox"/></p>				