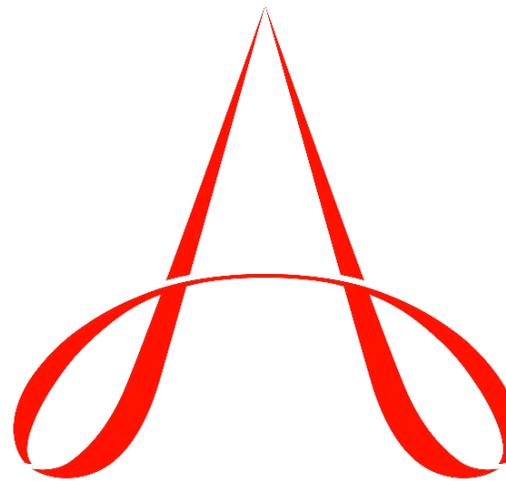




Abdominal Radiology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

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Second Revision: July 2021
First Revision: February 2014

Abdominal Radiology 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.

Abdominal Radiology Milestones

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American Board of Radiology

ACGME Review Committee for Radiology

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 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 fellow 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.

Examples are provided for some milestones within this document. Please note: 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 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.

Patient Care 4: Chronic Care for Cardiovascular Conditions				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes clinical signs and symptoms of common chronic cardiovascular conditions	Diagnoses and monitors for complications or changes related to common chronic cardiovascular conditions, with direct supervision	Diagnoses and monitors for complications or changes related to common chronic cardiovascular conditions, with indirect supervision	Diagnoses and monitors for complications or changes related to complex chronic cardiovascular conditions	Functions as an exceptional team leader in the chronic care setting
Discusses the treatment strategies for common cardiovascular conditions	Develops treatment strategies for common chronic cardiovascular conditions, with direct supervision	Develops treatment strategies for common chronic cardiovascular conditions, with indirect supervision	Develops treatment strategies for complex chronic cardiovascular conditions	Advances quality of clinical practice in the treatment strategies for chronic cardiovascular conditions
	Effectively participates in team-based care in management of common chronic cardiovascular conditions, with direct supervision	Effectively participates in team-based care in management of common chronic cardiovascular conditions, with indirect supervision	Effectively participates in team-based care in management of complex chronic cardiovascular conditions	Effectively develops team-based care models in management of chronic cardiovascular conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Yet Completed Level 1 <input type="checkbox"/> Critical Deficiencies <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: Consultant				
Level 1	Level 2	Level 3	Level 4	Level 5
For routine radiology consultations, delineates the clinical question, obtains appropriate clinical information, uses evidence-based imaging guidelines, and recommends next steps with assistance	For complex radiology consultations, delineates the clinical question, obtains appropriate clinical information, uses evidence-based imaging guidelines, and recommends next steps with assistance	Manages radiology consultations independently, taking into consideration cost effectiveness and risk benefit analysis	Provides comprehensive radiology consultations at the expected level of an abdominal radiologist	Participates in research, development, and implementation of abdominal imaging guidelines
<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 Assessable	<input type="checkbox"/>

Patient Care 2: Competence in Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs simple procedures, with direct supervision</p> <p>Recognizes complications of procedures and enlists help</p>	<p>Competently performs simple procedures, with indirect supervision and complex procedures, with direct supervision</p> <p>Manages complications of procedures, with supervision</p> <p>Mentors learners on the indications for procedures and management of complications</p>	<p>Proficiently performs simple and complex procedures, with indirect supervision</p> <p>Anticipates and independently manages complications of procedures</p> <p>Instructs learners on performing simple procedures and managing complications</p>	<p>Proficiently and independently performs simple and complex procedures</p> <p>Proficiently and independently manages complications of procedures</p> <p>Instructs learners on performing simple and complex procedures and managing complications</p>	<p>Participates in research or innovation involving abdominal imaging procedures</p> <p>Participates in research on innovative methods designed to reduce procedural complications</p> <p>Develops educational materials for learners regarding procedures</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"/> Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 3: Image Interpretation				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies primary, secondary, and critical imaging findings and formulates differential diagnoses	Prioritizes differential diagnoses and recommends management options	Provides a single diagnosis with integration of current guidelines to recommend management, when appropriate	Demonstrates expertise in diagnosis at a level expected of an abdominal radiologist	Integrates state-of-the-art research and literature into image interpretation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 1: Imaging Technology and Physics				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of basic image acquisition and image processing, and recognizes common imaging artifacts and technical problems</p> <p>Applies knowledge of basic medical physics and radiobiology to abdominal imaging</p>	<p>Demonstrates knowledge of instrument quality control and image reconstruction and troubleshoots for artifact reduction</p> <p>Demonstrates knowledge of more advanced medical physics and radiobiology to abdominal imaging</p>	<p>Proficiently optimizes image acquisition and processing in collaboration with the technology/imaging team</p> <p>Applies physical principles to optimize dose reduction in abdominal imaging</p>	<p>Demonstrates expertise in image acquisition and processing optimization, and provides instruction to trainees and imaging team</p> <p>Teaches principles of physics and dose optimization to learners</p>	<p>Presents or publishes research on imaging technology</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> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Medical Knowledge 2: Protocol Selection and Contrast Agent Selection/Dosing				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the protocols and contrast agent/dose for abdominal imaging	Selects appropriate protocols and contrast agent/dose for routine abdominal imaging	Selects appropriate protocols and contrast agent/dose for complex abdominal imaging	Modifies protocols and contrast agent/dose as determined by clinical circumstances	Develops and implements imaging protocols
<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 Assessable <input type="checkbox"/>

Systems-Based Practice 1: Patient Safety				
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 patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
<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: Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives	Participates in local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement 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 3: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination in radiology imaging/procedures	Coordinates care of patients in routine radiology imaging/procedures effectively using the roles of interprofessional teams	Coordinates care of patients in complex radiology imaging/procedures effectively using the roles of interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes 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 clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models safe and effective transitions of care/hand-offs	Improves quality of transitions of care to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for their local population	Identifies local resources available to meet the needs of a patient population and community	Participates in adapting the practice to provide for the needs of specific populations (actual or simulated)	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 4: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies key components of the complex healthcare system (e.g., hospital, finance, personnel, technology)</p> <p>Describes the mechanisms for reimbursement, including types of payors</p>	<p>Describes how components of a complex health care system are interrelated, and how this impacts patient care</p> <p>States relative cost of common abdominal radiology procedures</p>	<p>Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Describes the technical and professional components of imaging costs</p>	<p>Manages various components of the complex health care system to provide efficient and effective patient care and transition of care</p> <p>Describes the radiology revenue cycle and measurements of productivity (e.g., relative value units)</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 5: Contrast Agent Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of contrast reactions, and efficiently accesses critical resources for management	Recognizes contrast reactions (simulated or actual), and identifies specific patient-based management issues	Manages contrast reactions, with supervision (simulated or actual)	Independently manages contrast reactions (simulated or actual)	Leads educational experience in simulation laboratory for contrast reaction
<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 6: Radiation Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the mechanisms of radiation injury and the ALARA (“as low as reasonably achievable”) concept	Accesses resources to determine exam-specific average radiation dose information	Communicates the relative risk of exam-specific radiation exposure to patients and practitioners	Applies principles of ALARA in daily practice, including methods of dose reduction and image optimization in fluoroscopy and computerized tomography (CT)	Creates, implements, and assesses radiation safety initiatives at the institutional level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Systems-Based Practice 7: Magnetic Resonance (MR) Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the risks of magnetic resonance imaging (MRI), including safety zones and pre-MR screening	Accesses resources to determine the safety of implanted devices and retained foreign bodies	Communicates MR safety, including implants and retained foreign bodies, to patients and practitioners	Applies principles of MR safety to daily practice	Creates, implements, and assesses MR safety initiatives at the institutional 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>				

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and use available evidence to determine the best imaging examination for a routine patient/diagnosis	Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based imaging	Locates and applies the best available evidence, integrated with patient preferences and values, to the care of complex patients	Critically appraises conflicting evidence to guide care, tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex patients; and/or participates in the development of guidelines
<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 Professional Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for professional development by establishing goals	Receptive to performance data and feedback in order to adjust goals	Episodically seeks performance data and feedback, with humility and adaptability	Consistently seeks performance data and feedback with humility and adaptability	Coaches other learners to consistently seek performance data and feedback
Identifies factors which contribute to gap(s) between expectations and actual performance	Analyzes and reflects on factors which contribute to gap(s) between expectations and actual performance	Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Analyzes effectiveness of behavioral changes where appropriate and considers alternatives in narrowing the gap(s) between expectations and actual performance	Coaches others on reflective practice
Actively seeks opportunities to improve performance	Designs and implements a learning plan, with prompting	Designs and implements a learning plan independently	Uses performance data to measure the effectiveness of the learning plan and when necessary, improves it	Facilitates the design and implements 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				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of expectations for professional behavior and describes how to appropriately report professional lapses</p> <p>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, and stewardship of limited resources</p>	<p>Demonstrates insight into professional behavior in routine situations and takes responsibility for own professionalism lapses</p> <p>Analyzes straightforward situations using ethical principles</p>	<p>Demonstrates professional behavior in complex or stressful situations</p> <p>Recognizes need to seek help in managing and resolving complex ethical situations</p>	<p>Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others</p> <p>Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)</p>	<p>Coaches others when their behavior fails to meet professional expectations</p> <p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</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/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Responds promptly to requests or reminders to complete tasks and responsibilities	Performs tasks and responsibilities in a timely manner to ensure that the needs of patients, teams, and systems are met in routine situations	Performs tasks and responsibilities in a timely manner to ensure that the needs of patients, teams, and systems are met in complex or stressful situations	Recognizes and raises awareness of situations that may impact others' ability to complete tasks and responsibilities in a timely manner	Takes ownership of system outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Professionalism 3: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance, and is aware of available resources Recognizes limits in the knowledge/skills of self or team, with assistance	Independently recognizes status of personal and professional well-being using available resources when appropriate Independently recognizes limits in the knowledge/skills of self or team and demonstrates appropriate help-seeking behaviors	With assistance, proposes a plan to optimize personal and professional well-being With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team	Independently develops a plan to optimize personal and professional well-being Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team	Coaches others when emotional 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>				

This subcompetency is not intended to evaluate a fellow's well-being, but to ensure each fellow has the fundamental knowledge of factors that impact well-being, the mechanisms by which those factors impact well-being, and available resources and tools to improve well-being.

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accurately communicates own role within the health care system</p> <p>Identifies the need to adjust communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options</p>	<p>Identifies barriers to effective communication (e.g., language, health literacy, cultural)</p> <p>Organizes and initiates communication with patient/family by clarifying expectations and verifying understanding of the clinical situation</p>	<p>Identifies biases that hinder effective communication</p> <p>With guidance, sensitively and compassionately delivers medical information, elicits patient goals and preferences, and acknowledges uncertainty and conflict</p>	<p>Actively minimizes communication barriers</p> <p>Independently, uses shared decision making to align patient goals, and preferences with treatment options to make a personalized care plan</p>	<p>Coaches other learners to minimize communication barriers</p> <p>Coaches other learners in shared decision making</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>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Clearly and concisely responds to a consultation request	Checks understanding of recommendations when providing consultation	Coordinates recommendations from different members of the health care team to optimize patient care	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed	Coaches other learners in tailored communications to referring providers
Communicates emergent findings according to institutional or national guidelines	Communicates non-emergent findings where failure to act may adversely affect patient outcome	Communicates findings and management options (as appropriate) which are tailored to the referring provider		
<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				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of institutional communications policies and systems	Communicates systems concerns in a respectful manner	Communicates clear and constructive suggestions to improve systems	Facilitates dialogue regarding systems issues among larger community stakeholders (institution, health care system, field)	Teaches and/or conducts research related to system and process improvement
<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>				