

# The Addiction Medicine Milestone Project

*An Initiative of*

The Accreditation Council for Graduate Medical Education



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## Addiction Medicine Milestones

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited 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.

## **Addiction Medicine Milestones**

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*The American College of Academic Addiction Medicine (formerly The Addiction Medicine Fellowship Directors Association and The Addiction Medicine Foundation)*

## **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 iv).

## **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](http://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.

Systems-based Practice 1: Patient safety and quality improvement in addiction medicine				
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	Conducts analysis of patient safety events and offers error prevention strategies	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	Participates in disclosure of patient safety events to patients and families	Discloses patient safety events to patients and families	Role models or mentors others in the disclosure of patient safety events
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 develop, implement, and analyze a program-based quality improvement project	Identifies, creates, implements, and assesses quality improvement initiatives
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Not Yet Completed Level 1 <input type="checkbox"/>			
<p>Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.</p>		<p>Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as <b>some</b> milestones in the higher level(s).</p>		

<b>Patient Care 1: Screening, Evaluation, Differential Diagnosis, and Case Formulation of the Patient with or at Risk of Substance Use, Addictive Disorders, and Comorbidities</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses validated screening and assessment tools	Actively engages patients in discussions of screening and assessment results	Addresses inconsistencies in collected information from screening and assessment	Teaches validated screening and assessment tools to other health care professionals	Facilitates or leads screening and patient evaluation activities within an organization
Performs biopsychosocial history and targeted physical examination	Incorporates biopsychosocial history, examination, lab, and collateral data into patient evaluation	Performs comprehensive patient evaluation, including patients with complex presentations, with indirect supervision	Independently performs comprehensive patient evaluation, including for patients with complex presentations	Participates in the ongoing development or evaluation of disease identification and diagnostic criteria
Organizes, summarizes, and presents information and develops an initial differential diagnosis	Uses diagnostic criteria to define differential diagnosis while avoiding premature closure	Develops a case formulation, including diagnosis, readiness to change, risk of withdrawal and relapse, psychiatric and medical comorbidities, and recovery/living environment	Continuously reassesses the patient, adjusting the formulation as new data becomes available	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				<input type="checkbox"/> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable

<b>Patient Care 2: Pharmacologic and Non-Pharmacologic Treatment for Substance Use and Addictive Disorders</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Prescribes commonly used evidence-informed pharmacologic agents, with direct supervision, including management of intoxication and withdrawal states  Informs patients about non-pharmacologic interventions, including evidence-informed behavioral and psychosocial treatment, with supervision	Prescribes a broad range of pharmacologic agents, with indirect supervision, paying attention to dosing parameters and side effects including ongoing medical treatment	Manages pharmacokinetic and pharmacodynamic drug interactions for patients using multiple medications or other substances	Independently manages patients with complex disease states and complex medication regimens	Designs an educational curriculum for fellows or providers in practice
	Facilitates appropriate non-pharmacologic treatment, tailoring recommendations to patient goals, under direct supervision	Participates in the delivery of evidence-based non-pharmacologic interventions	Develops a patient-centered treatment plan with continuous reassessment, integrating pharmacologic and non-pharmacologic interventions	Presents research or scholarship at a regional or national meeting
	Employs basic counseling strategies in treatment	Integrates the principles of motivational interviewing, with indirect supervision	Independently integrates the principles of motivational interviewing	Engages with health system or community organizations to improve patient care
Comments:	<input type="checkbox"/> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable			

<b>Medical Knowledge 1: Neuroscience of Substance Use and Addictive Disorders</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the basic neuroanatomy and neurophysiology	Describes basic pathophysiology and genetic vulnerability	Demonstrates knowledge of the developmental trajectory and neuroanatomical changes with prolonged substance use	Applies knowledge of the latest research findings into discussions of neuroscience of substance use and addictive disorders	Designs and teaches a neuroscience teaching module focusing on substance use or addictive disorders
Demonstrates basic knowledge of pharmacology of different classes of substances	Describes the neuropharmacologic differences between commonly used substances	Demonstrates knowledge of complex pharmacologic and neuropharmacologic interactions of commonly used substances	Demonstrates a detailed knowledge of known pharmacology and neuropharmacology of all classes of substances	Participates in research on the neuroscience of substance use or addictive disorders
Describes the mechanism of action for commonly prescribed pharmacologic agents	Describes the neuropharmacology and mechanisms of action of evidence-informed pharmacologic agents	Demonstrates knowledge of mechanisms of action, metabolism, adverse effects, and interactions of prescribed pharmacologic agents	Demonstrates detailed actions of neuropharmacology and mechanisms of action of known and emerging pharmacologic agents	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	<input type="checkbox"/> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable			

<b>Medical Knowledge 2: Epidemiology and Clinical Presentation of Substance Use and Addictive Disorders</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Demonstrates basic knowledge of epidemiology	Demonstrates knowledge of epidemiology in diverse populations	Demonstrates knowledge of the limits and strengths of epidemiologic test	Applies knowledge of epidemiology to patient care	Applies knowledge of epidemiology and clinical presentation to inform policy
Demonstrates basic knowledge of biopsychosocial factors	Describes the contributing and protective biopsychosocial factors	Applies knowledge of the contributing and protective biopsychosocial factors	Teaches others about the contributing and protective biopsychosocial factors	Engages in research on substance use and addictive disorders or their interactions and common complications
Demonstrates knowledge of common clinical presentations	Demonstrates knowledge of common clinical complications	Integrates knowledge to formulate a prevention plan	Applies detailed knowledge of comorbidities, their presentations, and their complications	Develops a teaching module to address complex clinical complications
<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"/>

<b>Medical Knowledge 3: Treatment Modalities and Interventions in Diverse Patient Populations</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists the commonly available pharmacologic treatment modalities for management of intoxication and withdrawal	Describes the basic theoretical principles underlying the use of evidence-informed pharmacologic treatments	Describes the evidence base for the use of specific pharmacologic agents	Applies the risks, benefits, and limitations of available pharmacotherapies	Develops a curriculum and teaches others about the pharmacologic and psychosocial treatments
Lists non-pharmacologic treatments and interventions	Describes the basic theoretical principles underlying the use of evidence-informed non-pharmacologic treatments and interventions	Describes the evidence base for the use of specific non-pharmacologic treatments and interventions	Applies the current evidence for use of behavioral, psychotherapeutic, and psychosocial treatments and interventions	Participates in research on pharmacologic and psychosocial treatments and interventions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	<input type="checkbox"/> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable			

<b>Systems-Based Practice 1: Patient Safety and Quality Improvement in Addiction Medicine</b>				
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	Conducts analysis of patient safety events and offers error prevention strategies	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	Participates in disclosure of patient safety events to patients and families	Discloses patient safety events to patients and families	Role models or mentors others in the disclosure of patient safety events
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 develop, implement, and analyze a program-based quality improvement project	Identifies, creates, implements, and assesses quality improvement initiatives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Not Yet Completed Level 1			
	<input type="checkbox"/>			

<b>Systems-Based Practice 2: System Navigation for Patient-Centered Care in Addiction Medicine</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations, effectively using the roles of interprofessional team members	Coordinates care of patients in complex clinical situations, effectively using the roles of interprofessional team members	Role models effective coordination of patient-centered care with interprofessional team members	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 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 populations, community health needs, social determinants of health, and disparities	Identifies local and specific population and community health needs, social determinants of health, and disparities	Uses local resources effectively to meet the needs of patient populations and communities	Advocates for quality patient care and resources for populations and communities with health care disparities	Modifies systems to improve access to care for populations and communities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Not Yet Completed Level 1			
	<input type="checkbox"/>			

<b>Systems-Based Practice 3: The Addiction Medicine Physician Role in Health Care Systems</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies components of the complex health care system	Describes how the components of the complex health care system impact prevention and treatment	Analyzes how personal practice affects the system	Manages the components of the complex health care systems for efficient and effective prevention and treatment	Advocates for or leads change to enhance systems for high-value, efficient, and effective prevention and treatment
Describes cost of care and basic health payment systems, including government, private, public, and uninsured care and different practice models	Delivers cost-effective care while understanding patient specific payment model	Uses shared decision making in patient care, taking into consideration payment models	Advocates for patient care understanding the limitations of each patient's payment model	Participates in advocacy activities for health policy to better align payment systems with high-value care
	Compares the specific transition issues relevant to various practice pathways	Identifies resources and effectively plans for transition to practice	Begins transition to practice	Leads efforts to expand the addiction medicine workforce or practice environments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Not Yet Completed Level 1 <input type="checkbox"/>			

<b>Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Demonstrates how to access and use available evidence, and incorporate patient preferences and values to care for a routine patient	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients	Critically appraises conflicting evidence and applies it to guide the care of an individual patient	Mentors 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:	Not Yet Completed Level 1 <input type="checkbox"/>			

<b>Practice-based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth in Addiction Medicine</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Accepts responsibility for personal and professional development by establishing goals  Identifies the factors that contribute to gap(s) between expectations and actual performance  Recognizes opportunities to improve	Demonstrates openness to performance data (feedback and other input) to adapt goals  Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance  Designs and implements a learning plan, with supervision	Seeks performance data episodically  Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance  Independently creates and implements a learning plan	Seeks performance data consistently  Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance  Uses performance data to evaluate effectiveness of the learning plan, and when necessary, improves it	Role models consistently seeking performance data  Mentors others on reflective practice  Facilitates the design and implementation of 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"/>			

<b>Professionalism 1: Professional Behavior and Ethical Principles</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses	Demonstrates insight into professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Mentors others when their behavior fails to meet professional expectations
Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers	Takes responsibility for own professionalism lapses	Analyzes complex situations using ethical principles	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, confidentiality, advance directives, error disclosure, stewardship of limited resources, etc.	Analyzes straightforward situations using ethical principles	Recognizes need to seek help in managing and resolving complex ethical situations		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Not Yet Completed Level 1 <input type="checkbox"/>			

<b>Professionalism 2: Accountability/Conscientiousness in Addiction Medicine</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations	Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner	Identifies solutions and implements lasting, systematic change that impacts professionalism
Responds promptly to requests or reminders to complete tasks and responsibilities	Recognizes situations that may impact one's own ability to complete tasks and responsibilities in a timely manner	Proactively implements strategies to ensure the needs of patients, teams, and systems are met		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

<b>Professionalism 3: Self-Awareness and Help-Seeking</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Recognizes status of personal and professional well-being, with assistance  Is aware of the existence of assistance to help with personal well-being  Recognizes limits in knowledge/skills of self or team members, with assistance	Independently recognizes status of personal and professional well-being  Demonstrates appropriate help-seeking behaviors, if needed  Independently recognizes limits in knowledge/skills of self or team members	With assistance, proposes a plan to optimize personal and professional well-being  Translates self-help behavior into improved patient care, with guidance  With assistance, proposes a plan to remediate or improve limits in knowledge/skills of self or team members	Independently develops a plan to optimize personal and professional well-being  Independently translates self-help behavior into improved patient care  Independently develops a plan to remediate or improve limits in knowledge/skills of self or team members	Teaches others to optimize personal and professional well-being  Advises others seeking help for their personal well-being, or when they do not meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

<b>Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses patient-centered language, appropriate terminology, and non-verbal behavior to demonstrate respect, establish rapport, and reduce stigma  Identifies common barriers to effective communication while accurately communicating one's own role within the health care system  Identifies the need to adjust communication strategies based on assessment of patient/family expectations while understanding their health status and treatment options	Establishes a therapeutic relationship in straightforward encounters using active listening and patient-centered language  Identifies complex barriers to effective communication  Organizes conversations with patients/families by introducing stakeholders; setting the agenda; eliciting values, goals, and preferences; clarifying expectations; and verifying an understanding of the clinical situation	Establishes a therapeutic relationship in challenging patient encounters using active listening and patient-centered language  When prompted, reflects on one's own conscious and unconscious biases while attempting to minimize communication barriers  With guidance, appropriately delivers medical information and acknowledges uncertainty and conflict	Models the use of patient-centered language and terminology with patient and family  Independently recognizes personal biases while attempting to proactively minimize communication barriers  Independently uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan	Role models self-awareness practice and educates others to use a contextual approach to minimize communication barriers  Completes scholarly activity related to shared decision making in patient/family communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Not Yet Completed Level 1 <input type="checkbox"/>			

<b>Interpersonal and Communication Skills 2: Interprofessional and Team Communication</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation	Clearly and concisely requests a consultation	Checks own understanding of consultant recommendations	Coordinates recommendations from different members of the health care team to optimize patient care	Develops interdisciplinary health care teams to develop patient-centered care plans
Respectfully receives a consultation request	Clearly and concisely responds to a consultation request in a timely manner	Checks understanding of recommendations when providing consultation		
Uses language that values all members of the health care team	Communicates effectively with all health care team members and applies teamwork principles to the care of patients	Adapts communication style to fit team needs	Role models communication strategies that value input from all health care team members	Completes scholarly activity related to interprofessional and team communications
	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides feedback to peers and learners	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:	Not Yet Completed Level 1 <input type="checkbox"/>			

<b>Interpersonal and Communication Skills 3: Communication within Health Care Systems</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
Records information in the patient record with accuracy and timeliness	Demonstrates organized diagnostic and therapeutic reasoning through one's notes in the patient record	Concisely reports diagnostic and therapeutic reasoning in the patient record	Teaches others how to provide accurate, concise, and timely communication in the patient record	
Safeguards patient personal health information, including confidentiality laws surrounding certain diagnoses and substance use disorders	Demonstrates accurate, timely, and appropriate use of documentation shortcuts	Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Teaches appropriate communication techniques regarding patients with substance use disorders	Participates in the development or evaluation of policies and procedures for departmental or institutional communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Not Yet Completed Level 1 <input type="checkbox"/>			