Correctional (Carceral) Medicine Milestones

The Accreditation Council for Graduate Medical Education

ACGME

Implementation Date: July 2026

Correctional (Carceral) 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.

Correctional (Carceral) Medicine Milestones
Work Group

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ACGME Institutional Review Committee

American College of Correctional Physicians

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 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 their educational program just as a senior fellow may be at a lower level later in fellow 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).

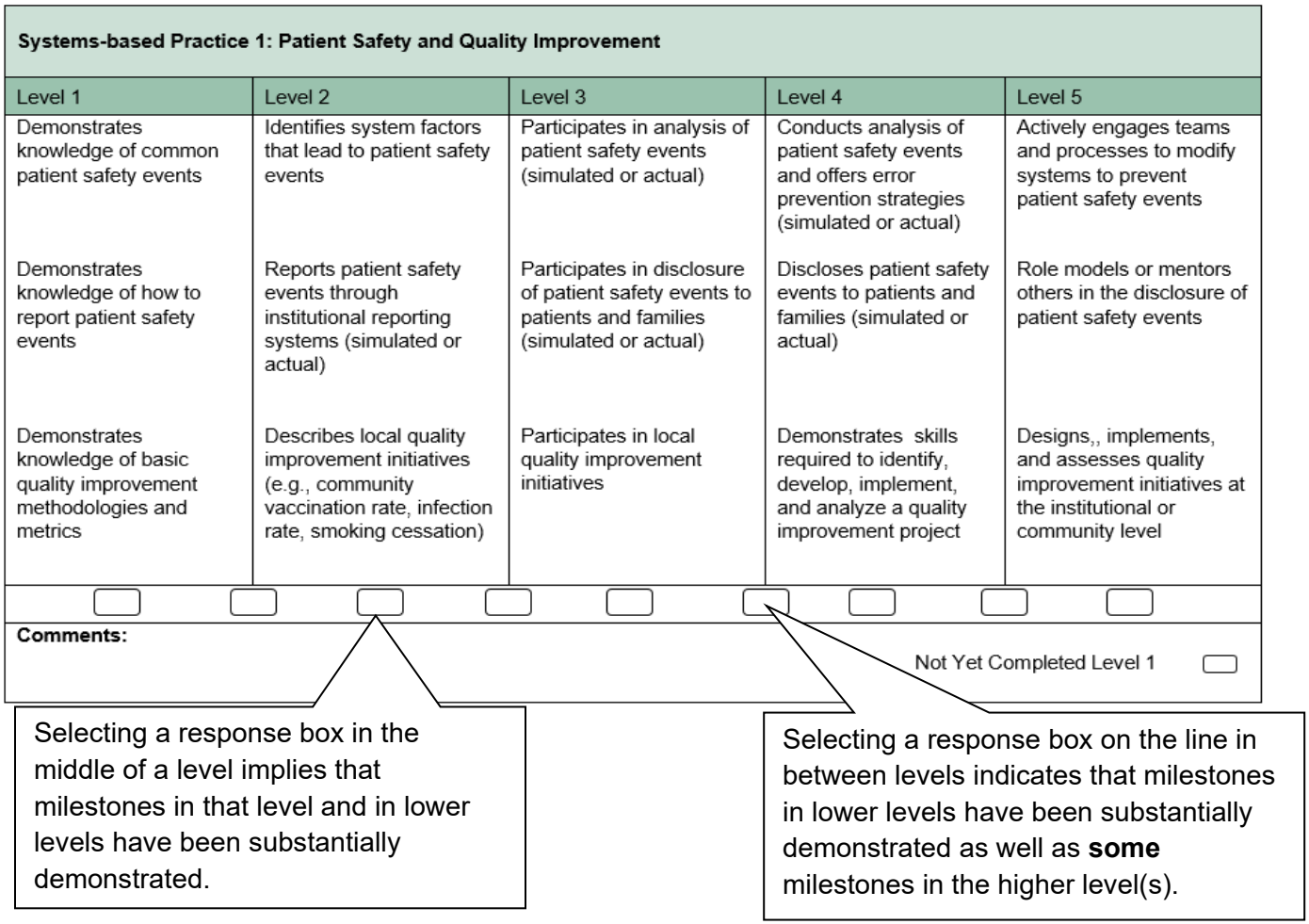
Additional Notes

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.

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.

The diagram below presents an example set of milestones for one subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each subcompetency 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

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
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates skills required to identify, develop, implement, and analyze a quality improvement project	Designs,, implements, and assesses quality improvement initiatives at the institutional or community level

Comments:

Not Yet Completed Level 1

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: Screening, Evaluation, Diagnosis, and Treatment of the Patient in a Carceral Setting				
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 of disease management guidelines within an organization
Organizes, summarizes, and presents information and develops an initial diagnosis and treatment plan, with supervision	Organizes, summarizes, and presents information and develops an initial diagnosis and treatment plan, without supervision	Develops a comprehensive treatment plan using a multidisciplinary approach	Continuously reassesses the patient, adjusting the diagnosis and treatment plan as new data becomes available	
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

Patient Care 2: Managing Substance Use Disorder (SUD) in a Carceral Setting				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies sources of intoxication and withdrawal states and triages as needed, with direct supervision	Prescribes a broad range of pharmacologic agents, with indirect supervision, paying attention to dosing parameters, drug interactions, and side effects, including ongoing medical treatment	Incorporates a multidisciplinary approach to manage pharmacokinetic and pharmacodynamic drug interactions for patients using multiple medications, other substances, or with comorbidities	Leads a multidisciplinary team to manage patients with complex disease states and complex medication regimens	Designs an educational curriculum for fellows or providers in practice
Identifies available non-pharmacologic interventions, including evidence-informed behavioral and psychosocial treatment	Facilitates a patient-specific non-pharmacologic treatment, under direct supervision Employs basic counseling strategies in treatment	Facilitates a patient-specific non-pharmacologic treatment, under indirect supervision Integrates the principles of motivational interviewing, with indirect supervision	Develops a comprehensive patient-centered treatment plan with continuous reassessment Independently integrates the principles of motivational interviewing	Disseminates best practices for SUD management Engages with health systems or community organizations to improve patient care
☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Comments:				
				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

Patient Care 3: Security				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies medications which are commonly diverted and strategies to decrease the risk of diversion	In partnership with the patient, prescribes medications with an awareness of diversion potential, under direct supervision	In partnership with the patient, independently prescribes medications with an awareness of diversion potential	Participates in multi-disciplinary policy or program efforts to optimize patient care and improve specialty care access	Develops institutional policies that prioritize best interests of the patient and consider security concerns
Identifies security practices that adversely impact patient health	Collaborates with security to develop a patient-specific management plan to minimize exposure to security practices that adversely impact patient health	Implements a patient-specific management plan, in collaboration with security, that minimizes exposure to security practices that adversely impact patient health, under direct supervision	Independently implements a patient-specific management plan, in collaboration with security, that minimizes exposure to security practices that adversely impact patient health	Collaboratively designs facility-wide programs that limit security practices that adversely impact patient health
Identifies the range of housing areas and, if applicable, any medical requirements for entrance	Recommends most appropriate housing area based on a holistic assessment of patient needs, under direct supervision	Independently recommends most appropriate housing area based on a holistic assessment of patient needs	Collaborates with security to find safe housing areas for patients	Collaboratively designs facility-wide practices that optimize safe and healthy housing areas
☐	☐	☐	☐	☐
Comments:				
			Not Yet Completed Level 1 ☐ Not Yet Assessable ☐	

Patient Care 4: Infectious Disease of Public Health Significance in Carceral Settings				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a facilities needs assessment	Identifies infection risk and staff knowledge gaps	Prioritizes active surveillance at the facility level in coordination with the local health care department	Develops infection control protocols and/or guidelines	Disseminates information about infection control best practices at a system-level
Identifies common methods for preventing the transmission of infectious diseases, and environmental, health, and behavioral risk factors that increase patient vulnerability to infectious diseases	Performs comprehensive assessment and treatment based on epidemiology, risk factors, and prevention strategies under direct supervision	Collaborates with the care team to address patient-specific and community-level risk factors for disease transmission with indirect supervision	Leads multidisciplinary efforts to implement infectious disease prevention and treatment strategies across care settings	Advocates for system-level improvements and policies that enhance infection control and public health outcomes
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Comments:				
				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

Patient Care 5: Care of Special Populations—Special Needs/Assisted Devices; Housing; Across the Lifespan				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies special populations in carceral settings and their health-specific needs	Develops treatment plans for special populations under direct supervision	Incorporates a multidisciplinary approach to treatment planning for special populations, under indirect supervision	Independently leads treatment plan for special populations	Educates/disseminates information to external stakeholders regarding the needs of special populations
Identifies medical/assistive devices that are routinely used but for which there are security concerns	Reviews and documents the need for patient-specific medical/assistive devices, under direct supervision	Communicates the use or modification of medical/assistive devices to security staff	Independently prescribes/reviews the use and continued appropriateness of medical/assistive devices	Educates the community stakeholders on setting realistic expectations
Identifies housing accommodations for patients with specialized health needs	Describes the distinction between custody-based restrictive housing and specialized health care housing	Makes recommendations to security staff for housing of patients with specialized health needs	Develops and delivers staff education to ensure appropriate housing for patients with specialized health needs	Advocates for patient-centered housing both during incarceration and post-release
☐	☐	☐	☐	☐
Comments:				

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Medical Knowledge 1: Knowledge of Chronic Diseases Prevalent in the Carceral Setting				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes basic concepts of chronic oral and physical conditions and the unique constraints of carceral environments Recognizes basic concepts of mental health conditions and the unique constraints of carceral environments	Demonstrates knowledge of chronic oral and physical conditions modified for carceral contexts, recognizing the need for higher levels of care Demonstrates knowledge of mental health conditions modified for carceral contexts, recognizing the need for higher levels of care	Participates in a multidisciplinary team to develop and modify treatment plans for carceral contexts to determine barriers and support access to chronic care Participates in a multidisciplinary team to develop and modify treatment plans to address multiple mental health conditions	Independently applies scientific knowledge of chronic disease conditions to treatment plans, integrating environmental factors Independently applies scientific knowledge of mental health conditions to treatment plans, integrating environmental factors	Teaches a multidisciplinary team knowledge of chronic physical and oral health conditions Teaches knowledge of mental health conditions to a multidisciplinary team
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐				
Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Medical Knowledge 2: Preventive Care in Carceral Settings				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the process for patients to access preventive care in their system	Identifies physical/oral examination components relevant to the patient's age and risk factors	Interprets national organization health screening strategies and how to adapt them in carceral clinical practice	Collaborates with security to design and recommend programs that are in line with national guidelines to promote physical health among patients	Evaluates outcomes in preventive health at a system level
Identifies best practices in patient-specific preventive strategies to support mental health during incarceration	Describes institution-specific practices for addressing mental health and well-being among patients	Develops multidisciplinary, institution-specific strategies to improve mental health and well-being	Identifies environmental stressors for destabilization and utilizes this information to enhance institutional policies and procedures	Collaborates with security to implement institution-specific policies to improve mental health and well-being
☐	☐	☐	☐	☐
Comments:				

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Medical Knowledge 3: Emergency and Urgent Care in a Carceral Setting				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common physical health emergencies, including oral health	Demonstrates knowledge of the differential diagnoses of common physical health emergencies	Applies knowledge about coordinating emergency response to physical health emergencies with security	Integrates clinical reasoning principles to retrospectively identify cognitive and system errors in managing physical health emergencies	Continually re-appraises clinical reasoning and system response, with security, to prospectively minimize errors and uncertainty in managing physical health emergencies
Demonstrates knowledge of common mental health emergencies	Demonstrates knowledge of the differential diagnoses of common mental health emergencies	Applies knowledge about coordinating emergency response to mental health emergencies with security	Integrates clinical reasoning principles to retrospectively identify cognitive and system errors in managing mental health emergencies	Continually re-appraises clinical reasoning and system response, with security, to prospectively minimize errors and uncertainty in managing mental health emergencies
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

Systems-Based Practice 1: Patient Safety and Quality Improvement				
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 stakeholders (simulated or actual)	Discloses patient safety events to patients and stakeholders (simulated or actual)	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 (e.g., community vaccination rate, infection rate, smoking cessation)	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
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Comments:				Not Yet Completed Level 1 ☐

Systems-Based Practice 2: Carceral System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination practices for people in carceral settings	Coordinates care of patients in routine clinical situations and effectively utilizes the roles of the interprofessional teams, including non-medical and custodial staff	Coordinates care of patients in complex clinical situations and effectively utilizes the roles of their interprofessional teams, including non-medical and custodial staff	Role models effective coordination of patient-centered care among different disciplines and specialties, including non-medical and custodial staff	Analyzes the process of care coordination and leads the multi-disciplinary and multi-agency design and implementation of improvements
Demonstrates basic knowledge of custodial intake, classification, and monitoring practices	Demonstrates knowledge of how custodial intake, classification, and monitoring practices and policies interact with health care practices at intake	Utilizes knowledge of custodial practices and policies to optimize patient care, with supervision	Independently utilizes knowledge of custodial practices and policies to optimize patient care	Coordinates with custodial leadership to improve policies and system-wide practices for optimized patient care
☐	☐	☐	☐	☐ ☐ ☐ ☐
Comments:				
				Not Yet Completed Level 1 ☐

Systems-based Practice 3: Transitions of Care in a Carceral System				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates general knowledge of population and community health needs	Identifies specific population and community health needs	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of a patient population and community	Leads innovations and advocates for populations and communities with specific health care needs
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, including medical and mental health	Performs safe and effective transitions of care/hand-offs in complex clinical situations and hospitalizations, including medical and mental health	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems	At a systems level, identifies and initiates improvement in quality of transitions of care within and out of carceral settings to optimize patient care
Identifies key stakeholders involved in reentry of a patient	Identifies the impact of social determinants of health on reentry	Collaborates with stakeholders to develop a reentry plan with consideration for the impact of social determinants of health	Coordinates with stakeholders to mitigate barriers to successful reentry	
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Comments:				
				Not Yet Completed Level 1 ☐

Systems-Based Practice 4: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology) Identifies basic knowledge domains for effective transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)	Describes how components of a complex health care system are interrelated, and how this impacts patient care Describes core administrative knowledge needed for transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance, Medicare Access and CHIP Reauthorization Act (MACRA))	Discusses how individual practice affects the broader system (e.g., length of infirmary stay, clinical efficiency) Demonstrates use of information technology required for medical practice (e.g., electronic health record, documentation required for billing and coding)	Manages various components of the complex health care system to provide efficient and effective patient care and transitions of care Analyzes individual practice patterns and professional requirements in preparation for practice	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transitions of care Educates others to prepare them for transition to practice
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments: Not Yet Completed Level 1 ☐				

Systems-Based Practice 5: Emergency Preparedness and Response in a Carceral Setting				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies examples of safety threats that might warrant an emergency response Identifies examples of security threats that may affect health care delivery	Describes how an emergent response to a safety threat is organized Describes how a medical or mental health response to a security threat is organized	Plans and/or participates in an emergency preparedness event (actual or simulated) in collaboration with security teams Plans and/or participates in a security threat event (actual or simulated) in collaboration with multidisciplinary teams	Evaluates an emergency preparedness event (actual or simulated) Participates in a multidisciplinary team to analyze a medical response to a security threat event (actual or simulated)	Provides leadership during an emergency preparedness event (actual or simulated) Evaluates a security threat event and makes recommendations for future responses (actual or simulated)
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Comments: Not Yet Completed Level 1 ☐				

Systems-Based Practice 6: Policies, Law, Advocacy				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies important legal precedential cases	Describes the impact of legal precedent on program guidelines	Reviews the work of expert witnesses in correctional medicine litigation	Incorporates legal precedent into correctional health policy meetings at the organizational level	Communicates with governmental bodies and legal teams regarding health care needs of incarcerated individuals with consideration of legal precedent
Demonstrates knowledge of the role of policies at both a security and a health care provision level	Identifies critical policies for patient and security health and safety	Reviews health care and health care-related security policies for a facility	Applies correctional health knowledge to improving relevant policies, at both a security and a health care provision level	Advocates for improvements in jurisdiction-specific laws with regard to the health care needs of incarcerated individuals
Identifies the advocacy organizations involved with facility, community boards, or other constituents	Identifies individual level opportunities for advocacy, maintaining professional boundaries	Advocates for institutional policy change to improve patient care	Advocates for care of carceral population at the community level	
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Systems-Based Practice 7: Worker Health, Well-Being, and Performance Optimization				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses how individual and organizational factors in the carceral setting can influence health, well-being, and performance	Identifies individual and organizational factors in the carceral setting which influence the health, well-being, and performance of workers	Assists individuals in accessing resources for improving worker health and well-being	Surveys workforce to identify resource gaps at an institutional level for worker health and well-being needs	Designs, implements, and evaluates worksite health promotion programs independently, incorporating authoritative guidelines and evidence
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Comments:				Not Yet Completed Level 1 ☐

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, and to incorporate patient preferences and values in order to take care of a routine patient	Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients	Critically appraises and applies evidence even in the face of uncertainty and 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
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Comments:				
Not Yet Completed Level 1 ☐				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback and other input) in order to inform goals	Seeks performance data episodically, with adaptability and humility	Intentionally seeks performance data consistently, with adaptability and humility	Role models consistently seeking performance data with adaptability and humility
Identifies the factors which contribute to gap(s) between expectations and actual performance	Analyzes and reflects on the 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	Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance	Coaches others on reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with prompting	Independently creates and implements a learning plan	Uses performance data to measure the effectiveness of the learning plan and when necessary, improves it	Facilitates the design and implementation of learning plans for others
☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1 ☐

Professionalism 1: Professional Behavior and Ethical Principles in a Carceral Setting				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes situations prone to professionalism lapses	Demonstrates professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Proactively intervenes in situations prone to professionalism lapses to minimize lapses in self and others	Mentors other health care professionals when their behavior fails to meet professional expectations
Describes when and how to appropriately report professionalism lapses	Takes responsibility for own professionalism lapses and reports appropriately	Recognizes need to seek help in managing and resolving complex ethical situations	Recognizes and utilizes 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 impact of dual loyalty on the delivery of health care in carceral settings	Navigates dual loyalty challenges to prioritize patient care in straightforward situations, with supervision	Independently navigates dual loyalty challenges to prioritize patient care in complex situations	Anticipates dual loyalty issues and seeks to minimize them in advance of clinical decision-making	Mentors other health care professionals in navigating dual loyalty challenges to prioritize patient care
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				Not Yet Completed Level 1 ☐

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future Responds promptly to requests or reminders to complete tasks and responsibilities	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations Proactively implements strategies to ensure that the needs of patients, teams, and systems are met	Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner Identifies multidisciplinary strategies to meet the care needs of incarcerated patients and communicates strategies to security partners	Takes ownership of system outcomes
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Comments: Not Yet Completed Level 1 ☐				

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 Recognizes limits in the knowledge/skills of self or team, with assistance	Independently recognizes status of personal and professional well-being 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
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Comments: Not Yet Completed Level 1 ☐				

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

Interpersonal and Communication Skills 1: Patient and Stakeholder-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses language and nonverbal behavior to demonstrate respect and establish rapport	Establishes a therapeutic relationship in straightforward encounters using active listening and clear language	Establishes a therapeutic relationship in challenging patient encounters	Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity	Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships
Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system	Identifies complex barriers to effective communication (e.g., health literacy)	When prompted, reflects on biases while attempting to minimize communication barriers	Independently recognizes biases while attempting to proactively minimize communication barriers	Role models self-awareness while identifying a contextual approach to minimizing communication barriers
Identifies the need to adjust communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options	Organizes and initiates communication with patient/family by introducing stakeholders, setting the agenda, clarifying expectations, and verifying understanding of the clinical situation	With guidance, sensitively and compassionately delivers medical information; elicits patient/family values, goals, and preferences; and acknowledges uncertainty and conflict	Independently uses shared decision-making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan	Role models shared decision-making in patient/family communication, including situations with a high degree of uncertainty/conflict
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
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	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Respectfully receives a consultation request	Clearly and concisely responds to a consultation request	Checks understanding of recommendations when providing consultation		
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		
	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides feedback to peers and learners	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Comments:				
				Not Yet Completed Level 1 ☐

Interpersonal and Communication Skills 3: Communication Within Carceral Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record in a timely manner	Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record	Uses patient record to communicate updated and concise information in an organized format	Optimizes and improves functionality of patient record-keeping within the institutional system	Models feedback to improve others' written communication
Safeguards patient protected health information and describes nuances of health information sharing that address health needs and support safety	Documents required data in formats specified by institutional policy	Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context and need for timeliness	Achieves written or verbal communication (patient notes, email, etc.) that serves as an example for others to follow	Guides departmental or institutional communication around policies and procedures
Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)	Respectfully communicates concerns about the system	Uses appropriate channels to offer clear and constructive suggestions to improve the system	Initiates difficult conversations with appropriate stakeholders to improve the system	Facilitates dialogue regarding systems issues among larger community stakeholders (institution, health care system, jurisdiction, field)
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Comments:

Not Yet Completed Level 1 ☐