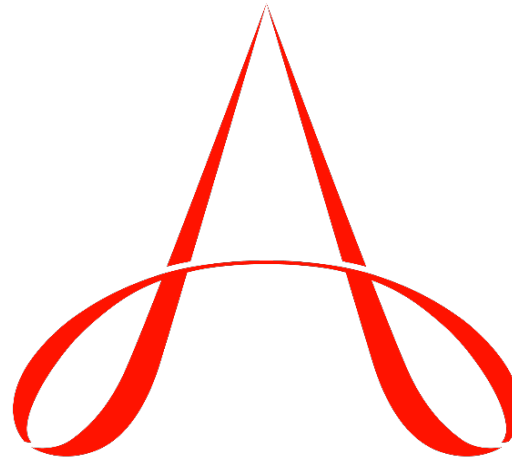




Dermatopathology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

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Second Revision: August 2021
First Revision: July 2014

Dermatopathology 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 competence 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.

Dermatopathology Milestones Work Group

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American Board of Dermatology
American Board of Pathology
Review Committee for Dermatology
Review Committee for Pathology

Understanding Milestone Levels and Reporting

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

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

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

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

Additional Notes

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

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

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

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

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

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	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	Mentors others to complete tasks and responsibilities in a timely manner
Recognizes the principles of conflict of interest in relationships with industry and other entities	Recognizes personal potential conflicts with industry	Seeks assistance in managing personal relationships with industry and other entities to minimize bias and undue influence in practice	Identifies, discloses, and manages relationships with industry and other entities to minimize bias and undue influence in practice	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Yet Completed Level 1 <input type="checkbox"/>				

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Patient Care 1: Visual Recognition – Neoplastic Dermatopathology				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies basic categories of cutaneous neoplasms	Diagnoses common presentations of common cutaneous neoplasms	Diagnoses uncommon presentations of common cutaneous neoplasms	Diagnoses uncommon cutaneous neoplasms	Serves as a role model in the practice of neoplastic dermatopathology; sought out by other health care providers as a consultant
Recognizes and differentiates normal and abnormal histology relevant to neoplastic dermatopathology	Forms a histopathologic differential diagnosis for most common cutaneous neoplasms	Develops a differential diagnosis for uncommon neoplasms	Identifies subtle clues in the diagnosis of cutaneous neoplasms	
<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: Visual Recognition – Inflammatory and Non-Neoplastic Dermatopathology				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies basic histopathologic inflammatory patterns and non-neoplastic processes</p> <p>Differentiates between normal histology and abnormal histopathology relevant to inflammatory and non-neoplastic skin diseases</p>	<p>Diagnoses common presentations of common inflammatory and non-neoplastic skin diseases</p> <p>Forms a histopathologic differential diagnosis for most common inflammatory and non-neoplastic skin diseases</p>	<p>Diagnoses uncommon presentations of common inflammatory and non-neoplastic skin diseases</p> <p>Develops a differential diagnosis and work-up plan for uncommon inflammatory and non-neoplastic skin diseases</p>	<p>Diagnoses uncommon inflammatory and non-neoplastic skin diseases</p> <p>Identifies subtle clues in the diagnosis of inflammatory and non-neoplastic skin diseases</p>	<p>Serves as a role model in practice of inflammatory and non-neoplastic dermatopathology; sought out by other health care providers as a consultant</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>				

Patient Care 3: Ancillary Studies				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies types of ancillary studies (e.g., special stains, immunohistochemistry, immunofluorescence, molecular testing) used in establishing histopathologic diagnoses	Selects routine ancillary studies (e.g., special stains, immunohistochemistry, molecular testing) in the context of the histopathologic findings	Interprets routine ancillary studies (e.g., special stains, immunohistochemistry, immunofluorescence, molecular testing) in the context of the clinical and histopathologic findings	Selects and interprets complex ancillary studies (e.g., special stains, immunohistochemistry, immunofluorescence, molecular testing) in the context of the clinical and histopathologic findings	Serves as role model in the selection, interpretation, and teaching of ancillary studies, including cost-effective utilization
<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>				

Patient Care 4: Reporting				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the key elements of a report and demonstrates understanding of timely reporting	With assistance, generates a timely report for a simple case	With assistance, generates a timely report that includes synoptic templates and/or ancillary testing for a complex case; independently generates reports for a simple case	Independently generates timely integrated reports for complex cases	Serves as a role model in creating reports that express the ambiguity and uncertainty for a complex case
Identifies the importance of a complete pathology report for optimal patient care	Identifies implications of the diagnosis in the report and makes simple recommendations	With assistance, generates an amended/addended report that includes updated information	Generates an amended/addended report and documents communication with the clinical team, as appropriate	
		With assistance, generates a report that includes the language of uncertainty, as appropriate	Independently generates a report that includes the language of uncertainty and complex recommendations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Rotated <input type="checkbox"/>

Medical Knowledge 1: Neoplastic Dermatopathology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the differences between benign and malignant skin neoplasms	Demonstrates knowledge of the clinical presentation and histopathologic features of common skin neoplasms	Demonstrates knowledge of the clinical presentation and histopathologic features of uncommon skin neoplasms	Demonstrates an in-depth knowledge of the pathogenesis, clinical presentation, histopathologic features, and biologic behavior of common and uncommon skin neoplasms	Serves as a consultant for pathogenesis, clinical presentation, histopathologic features, and biologic behavior of uncommon and rare skin neoplasms
<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 2: Inflammatory and Non-Neoplastic Dermatopathology				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of the basic histopathologic patterns of inflammatory skin diseases and non-neoplastic processes</p> <p>Recognizes the importance of the clinical presentation in diagnosing inflammatory and non-neoplastic skin diseases</p>	<p>Demonstrates knowledge of common skin diseases that correspond to inflammatory and non-neoplastic patterns and ability to develop a limited differential diagnosis</p> <p>Demonstrates knowledge of the clinical presentation of common inflammatory and non-neoplastic skin diseases</p>	<p>Demonstrates knowledge of uncommon skin diseases that correspond to inflammatory and non-neoplastic patterns and able to develop an expanded differential diagnosis</p> <p>Demonstrates knowledge of the clinical presentation of uncommon inflammatory and non-neoplastic skin diseases</p>	<p>Demonstrates an in-depth knowledge of the pathogenesis, histopathologic features of common and uncommon inflammatory and non-neoplastic skin diseases</p> <p>Correlates the clinical presentation of inflammatory and non-neoplastic skin diseases with the histopathologic patterns</p>	<p>Serves as a consultant for the pathogenesis, clinical presentation, and histopathologic features of uncommon and rare inflammatory and non-neoplastic skin diseases</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>				

Medical Knowledge 3: Ancillary Studies				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands available ancillary studies (e.g., special histochemical stains, immunohistochemistry, immunofluorescence, molecular testing) and basics of tissue processing	Demonstrates knowledge of the appropriate use for ancillary studies (e.g., special histochemical stains, immunohistochemistry, immunofluorescence, molecular testing) Demonstrates knowledge of expected ancillary study results in common skin diseases	Demonstrates knowledge of the fundamental techniques, pitfalls, and artifacts in routine ancillary studies Demonstrates knowledge of appropriate use and expected ancillary study results in uncommon skin diseases	Demonstrates knowledge of the interpretation and troubleshooting of complex ancillary studies Demonstrates knowledge of potentially conflicting ancillary study results	Teaches the principles, pitfalls, and expected disease-related results of ancillary studies (e.g., special histochemical stains, immunohistochemistry, immunofluorescence, molecular studies)
<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"/> Not Yet Assessable <input type="checkbox"/> </div>				

Systems-Based Practice 1: Patient Safety and Quality Improvement (QI)				
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 to identify problem (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to clinicians (simulated or actual)	Discloses patient safety events to clinicians (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic QI methodologies and metrics	Describes departmental and institutional QI initiatives	Participates in departmental and institutional QI initiatives	Identifies, develops, implements, and analyzes a QI project	Creates, implements, and assesses QI initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Systems-Based Practice 2: Systems Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of case coordination	Coordinates care of patients in routine cases effectively using interprofessional teams	Coordinates care of patients in complex cases effectively using interprofessional teams	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	Performs safe and effective transitions of care in routine situations	Performs safe and effective transitions of care in complex situations	Models and advocates for safe and effective transitions of care within and across health care delivery systems	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: Physician Role in Health Care System				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system	Describes how components of a complex health care system are interrelated, and how this impacts patient care	Discusses how individual practice affects the broader system (e.g., test utilization, turnaround time)	Manages various components of the complex health care system to provide efficient and effective patient care and transition of care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care
Describes basic health payment systems and practice models	Documents testing details and explains the impact of documentation on billing and reimbursement	Engages with clinicians in shared decision making, such as preauthorization for complex testing; has a working knowledge and application of appropriate use criteria within the field of dermatopathology	Practices and advocates for cost-effective patient care	Participates in health policy advocacy activities
<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: Accreditation, Compliance, and Quality				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses various laboratory accreditation agencies	Understands the importance of ongoing laboratory accreditation and regulatory compliance	Demonstrates knowledge of the components of laboratory accreditation and regulatory compliance, either through training or experience	Identifies the process for achieving accreditation and maintaining regulatory compliance	Participates in an internal or external laboratory inspection
Discusses the need for quality control	Participates in daily quality control	Demonstrates knowledge of the components of a laboratory quality management plan	Reviews the quality management plan to identify areas for improvement	Creates and follows a comprehensive quality management plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 1: Evidence-Based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to locate evidence applicable to the diagnostic work-up of routine cases	When prompted, locates and applies evidence to guide the diagnostic work-up of complex cases	Proactively locates and applies evidence to guide the diagnostic work-up of complex cases	Consistently locates and applies the best available evidence to guide the diagnostic work-up of complex cases	Consistently and critically appraises and applies evidence, even in the face of uncertainty and/or conflicting evidence, to guide the diagnostic work-up of complex cases
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates openness to receiving performance data	Accepts feedback with humility	Seeks performance data episodically	Seeks performance data regularly and adapts performance based on feedback	Role models seeking and adapting to feedback
Identifies the gap(s) between expectations and actual performance	Designs a learning plan to address the gap(s) between expectations and actual performance	Implements a learning plan to narrow the gap(s) between expectations and actual performance	Measures effectiveness of a learning plan using performance feedback data and narrows the gap(s) between expectations and actual performance	Coaches others on designing and implementing an effective learning plan
<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
Identifies and describes potential triggers for professionalism lapses	Demonstrates professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations; takes responsibility for own professionalism lapses	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Coaches others when their behavior fails to meet professional expectations
Demonstrates knowledge of medical ethical principles	Analyzes straightforward situations using ethical principles	Analyzes complex situations using ethical principles	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas	Serves as resource for colleagues who face ethical dilemmas
<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 2: Accountability and Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Responds promptly to instructions, requests, or reminders to complete tasks and responsibilities	Takes appropriate ownership and performs tasks and responsibilities in a timely manner with attention to detail	Recognizes situations that may impact one's own ability to complete tasks and responsibilities in a timely manner and describes the impact on team	Anticipates and intervenes in situations that may impact others' ability to complete tasks and responsibilities in a timely manner	Designs new 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"/>

Professionalism 3: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, recognizes status of personal and professional well-being	Independently recognizes the status of one's own personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize one's own personal and professional well-being	Coaches others to optimize their personal and professional well-being
With assistance, recognizes limits in one's own knowledge/ skills	Independently recognizes limits in one's own knowledge/skills and seeks help when appropriate	With assistance, proposes a plan to remediate or improve limits in one's own knowledge/skills	Independently develops a plan to remediate or improve limits in one's own knowledge/skills	
<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. 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 Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses language and non-verbal behavior to demonstrate respect and establish rapport</p> <p>Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating one's own role within the health care system</p>	<p>Establishes a relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers to effective communication (e.g., health literacy, cultural differences)</p>	<p>With supervision, sensitively and compassionately delivers medical information</p> <p>When prompted, reflects on biases while attempting to minimize communication barriers</p>	<p>Independently, sensitively, and compassionately delivers medical information and acknowledges uncertainty and conflict</p> <p>Independently recognizes biases while attempting to proactively minimize communication barriers</p>	<p>Mentors others in the sensitive and compassionate delivery of medical information</p> <p>Models self-awareness while teaching a contextual approach to minimize communication barriers</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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
<p>Uses language that values all members of the health care team</p> <p>Describes the utility of constructive feedback</p>	<p>Communicates information effectively with all health care team members</p> <p>Solicits feedback on performance as a member of the health care team</p>	<p>Uses active listening to adapt communication style to fit team needs</p> <p>Integrates feedback from team members to improve communication</p>	<p>Coordinates recommendations from different members of the health care team to optimize patient care</p> <p>Communicates feedback and constructive criticism to superiors</p>	<p>Models flexible communication strategies that value input from all health care team members, resolving conflict when needed</p> <p>Facilitates regular health care team-based feedback in complex situations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p>

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands institutional policy(ies) about communication involving protected health information (PHI)	Appropriately selects forms of communication based on context and urgency of the situation	With guidance, communicates relevant information while safeguarding PHI	Independently communicates relevant information while safeguarding PHI	Guides departmental or institutional policies and procedures regarding PHI in communications
Identifies institutional and/or departmental structures to communicate concerns about the health care system	Respectfully communicates concerns about the health care system	Uses institutional and/or departmental structures to communicate constructive suggestions to improve the health care system	Independently raises concerns with appropriate stakeholders to improve the health care system	Leads discussions with community stakeholders to improve the health care system
<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>				