Pediatric Critical Care Milestones

The Accreditation Council for Graduate Medical Education

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First Revision: January 2014

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Pediatric Critical Care Milestones

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

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

American Board of Pediatrics
Association of Pediatric Program Directors
Council of Pediatric Subspecialties
Pediatric Critical Care Program Directors Group (Society of Critical Care Medicine Pediatrics Section)
ACGME Review Committee for Pediatrics
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 the educational program just as a senior fellow may be at a lower level later in the 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.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On [www.acgme.org](http://www.acgme.org), choose the applicable specialty under the “Specialties” menu, then select the “Milestones” link in the lower navigation bar.
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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of common patient safety events</td>
<td>Identifies system factors that lead to patient safety events</td>
<td>Participates in analysis of patient safety events (simulated or actual)</td>
<td>Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)</td>
<td>Actively engages teams and processes to modify systems to prevent patient safety events</td>
</tr>
<tr>
<td>Demonstrates knowledge of how to report patient safety events</td>
<td>Reports patient safety events through institutional reporting systems (simulated or actual)</td>
<td>Participates in disclosure of patient safety events to patients and patients’ families (simulated or actual)</td>
<td>Discloses patient safety events to patients and patients’ families (simulated or actual)</td>
<td>Role models or mentors others in the disclosure of patient safety events</td>
</tr>
</tbody>
</table>

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: History and Physical Exam

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Gathers a focused, critical care history, with guidance</td>
<td>Filters and prioritizes pertinent positives and negatives based on possible critical care diagnoses</td>
<td>Synthesizes the history to develop a differential diagnosis for simple presentations</td>
<td>Synthesizes the history to develop a differential diagnosis for complex presentations</td>
<td>Independently distinguishes patient-specific nuances to efficiently drive further information gathering</td>
</tr>
<tr>
<td>Performs a focused, critical care physical examination, with guidance</td>
<td>Identifies variants and abnormal findings based on focused critical care physical exam</td>
<td>Interprets variants and abnormal findings based on focused critical care physical exam</td>
<td>Adapts critical care examination based on findings to distinguish between diagnoses</td>
<td>Coaches team members to integrate key critical care examination findings and identify nuances between diagnoses</td>
</tr>
</tbody>
</table>

**Comments:**

- Not Yet Completed Level 1
- Not Yet Assessable
### Patient Care 2: Organization and Prioritization of Patient Care

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<thead>
<tr>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>Organizes patient care responsibilities by focusing on individual (rather than multiple) patients</td>
<td>Organizes and prioritizes the simultaneous care of multiple patients, with guidance</td>
<td>Independently and efficiently prioritizes patient care based on level of acuity and available resources</td>
<td>Organizes available resources to optimize patient care, including when volume and acuity approach the capacity of the health care team</td>
<td>Coaches to improve team performance in the prioritization of patient care and resources</td>
</tr>
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</table>

**Comments:**

Not Yet Completed Level 1

Not Yet Assessable
## Patient Care 3: Patient Management

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<tr>
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</thead>
<tbody>
<tr>
<td>Implements management plans developed by the team</td>
<td>Develops and implements a comprehensive management plan for simple diagnoses</td>
<td>Develops and implements a comprehensive management plan for complex diagnoses</td>
<td>Adapts comprehensive management plans for complex diagnoses as patient conditions evolve</td>
<td>Leads multidisciplinary team to optimize patient/family outcomes</td>
</tr>
</tbody>
</table>

### Comments:
- Not Yet Completed Level 1
- Not Yet Assessable
## Patient Care 4: Pre-Procedure Assessment

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<tr>
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<tbody>
<tr>
<td>Identifies indications for procedures and the risks, benefits, and alternatives</td>
<td>Assesses indications, risks, benefits, and weighs alternatives in low- to moderate-risk situations</td>
<td>Assesses indications, risks, benefits, and weighs alternatives in high-risk situations</td>
<td>Leads multispecialty discussion on pre-procedural assessment and planning</td>
<td>Serves as a peer expert in pre-procedural assessment and planning</td>
</tr>
</tbody>
</table>

### Comments:
- Not Yet Completed Level 1
- Not Yet Assessable
### Patient Care 5: Procedures

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</thead>
<tbody>
<tr>
<td>Performs procedures in low- to moderate-risk situations, with direct supervision</td>
<td>Performs procedures in high-risk situations, with direct supervision</td>
<td>Performs procedures in all risk level situations, with indirect supervision</td>
<td>Teaches and supervises others in performance of procedures in all risk level situations</td>
<td>Serves as a peer expert in performance of procedures</td>
</tr>
</tbody>
</table>

Comments:  
Not Yet Completed Level 1  
Not Yet Assessable
### Medical Knowledge 1: Foundational Knowledge

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<thead>
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<tbody>
<tr>
<td>Demonstrates knowledge of key basic science concepts (e.g., anatomy, pharmacology)</td>
<td>Demonstrates basic knowledge of critical care physiology and pathophysiology</td>
<td>Demonstrates comprehensive/advanced knowledge of critical care physiology and pathophysiology</td>
<td>Integrates critical care knowledge of patients with multiple interacting disease states and therapies</td>
<td>Serves as peer expert for critical care knowledge</td>
</tr>
</tbody>
</table>

**Comments:**  
Not Yet Completed Level 1  
Not Yet Assessable
### Medical Knowledge 2: Clinical Reasoning

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<tr>
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</thead>
<tbody>
<tr>
<td>Synthesizes a specialty-specific, analytic, and prioritized differential diagnosis for simple presentations, with substantial guidance</td>
<td>Synthesizes a specialty-specific, analytic, and prioritized differential diagnosis for simple presentations</td>
<td>Synthesizes a specialty-specific, analytic, and prioritized differential diagnosis for complex presentations</td>
<td>Synthesizes information to reach high-probability and/or high-risk diagnoses and anticipates potential complications in patient care</td>
<td>Serves as a peer expert for differential diagnosis</td>
</tr>
<tr>
<td>Identifies instances of clinical reasoning errors within patient care, with substantial guidance</td>
<td>Identifies instances of clinical reasoning errors within patient care</td>
<td>Applies clinical reasoning principles to retrospectively identify cognitive errors</td>
<td>Continually re-appraises own clinical reasoning to prospectively minimize cognitive errors and manage uncertainty</td>
<td>Coaches others to recognize and avoid cognitive errors</td>
</tr>
</tbody>
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**Comments:**
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- Not Yet Assessable
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**Comments:**

Not Yet Completed Level 1
### Systems-Based Practice 2: Quality Improvement

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<tbody>
<tr>
<td>Demonstrates knowledge of basic quality improvement methodologies and metrics</td>
<td>Describes local quality improvement initiatives (e.g., time to antibiotic administration for sepsis, tracheal intubation adverse events, central line bloodstream infection (CLABSI) rates)</td>
<td>Participates in local quality improvement initiatives</td>
<td>Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project</td>
<td>Creates, implements, and assesses quality improvement initiatives at the institutional or community level</td>
</tr>
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<tbody>
<tr>
<td>Lists the various interprofessional individuals involved in the patient’s care coordination</td>
<td>Coordinates care of patients in routine clinical situations, incorporating interprofessional teams with consideration of patient and family needs</td>
<td>Coordinates care of patients in complex clinical situations, effectively utilizing the roles of interprofessional teams, and incorporating patient and family needs and goals</td>
<td>Coordinates interprofessional, patient-centered care among different disciplines and specialties, actively assisting families in navigating the health care system</td>
<td>Coaches others in interprofessional, patient-centered care coordination</td>
</tr>
</tbody>
</table>

**Comments:**
Not Yet Completed Level 1
| Systems-Based Practice 4: System Navigation for Patient-Centered Care – Transitions in Care |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| **Level 1**                                      | **Level 2**                                      | **Level 3**                                      | **Level 4**                                      | **Level 5**                                      |
| Uses a standard template for transitions of care/hand-offs | Adapts a standard template, recognizing key elements for 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, and ensures closed-loop communication | Performs and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including transitions to adult care | Coaches others in improving transitions of care within and across health care delivery systems to optimize patient outcomes |

**Comments:**
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<table>
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<tr>
<th>Systems-Based Practice 5: Population and Community Health</th>
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<tbody>
<tr>
<td><strong>Level 1</strong></td>
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<tr>
<td>Demonstrates awareness of population and community health needs and disparities</td>
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**Comments:** Not Yet Completed Level 1
### Systems-Based Practice 6: Physician Role in Health Care Systems

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<tr>
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</thead>
<tbody>
<tr>
<td>Engages with patients and other providers in discussions about cost-conscious care and key components of the health care delivery system</td>
<td>Identifies the relationships between the delivery system and cost-conscious care and the impact on the patient care</td>
<td>Discusses the need for changes in clinical approaches based on evidence, outcomes, and cost-effectiveness to improve care for patients and families</td>
<td>Advocates for the promotion of safe, quality, and high-value care</td>
<td>Coaches others to promote safe, quality, and high-value care across health care systems</td>
</tr>
</tbody>
</table>

**Comments:** Not Yet Completed Level 1
## Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice

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<tbody>
<tr>
<td>Develops an answerable clinical question and demonstrates how to access available evidence, with guidance</td>
<td>Independently articulates clinical question and accesses available evidence</td>
<td>Locates and applies the evidence, integrated with patient preference, to the care of patients</td>
<td>Critically appraises and applies evidence, even in the face of uncertainty and conflicting evidence to guide care tailored to the individual patient</td>
<td>Coaches others to critically appraise and apply evidence for complex patients</td>
</tr>
</tbody>
</table>

**Comments:**

Not Yet Completed Level 1
## Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth

<table>
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<tr>
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<tbody>
<tr>
<td>Participates in feedback sessions</td>
<td>Demonstrates openness to feedback and performance data</td>
<td>Seeks and incorporates feedback and performance data episodically</td>
<td>Seeks and incorporates feedback and performance data consistently</td>
<td>Role models and coaches others in seeking and incorporating feedback and performance data</td>
</tr>
<tr>
<td>Develops personal and professional goals, with assistance</td>
<td>Designs a learning plan based on established goals, feedback, and performance data, with assistance</td>
<td>Designs and implements a learning plan by analyzing and reflecting on the factors which contribute to gap(s) between performance expectations and actual performance</td>
<td>Adapts a learning plan using long-term professional goals, self-reflection, and performance data to measure its effectiveness</td>
<td>Demonstrates continuous self-reflection and coaching of others on reflective practice</td>
</tr>
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### Comments:
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<table>
<thead>
<tr>
<th>Professionalism 1: Professional Behavior</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>Identifies expected professional behaviors and potential triggers for lapses</td>
</tr>
<tr>
<td>Identifies the value and role of pediatric critical care as a vocation/career</td>
</tr>
</tbody>
</table>

**Comments:** Not Yet Completed Level 1
<table>
<thead>
<tr>
<th>Professionalism 2: Ethical Principles</th>
</tr>
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<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics</td>
</tr>
</tbody>
</table>

**Comments:** Not Yet Completed Level 1
### Professionalism 3: Accountability/Conscientiousness

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<tr>
<th>Level 1</th>
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<tbody>
<tr>
<td>Performs tasks and responsibilities, with prompting</td>
<td>Performs tasks and responsibilities in a timely manner in routine situations</td>
<td>Performs tasks and responsibilities in a thorough and timely manner in complex or stressful situations</td>
<td>Coaches others to ensure tasks and responsibilities are completed in a thorough and timely manner in complex or stressful situations</td>
<td>Creates strategies to enhance others’ ability to efficiently complete tasks and responsibilities</td>
</tr>
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</table>

**Comments:** Not Yet Completed Level 1
### Professionalism 4: Well-Being

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<thead>
<tr>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>Recognizes the importance of addressing personal and professional well-being</td>
<td>Describes institutional resources that are meant to promote well-being</td>
<td>Recognizes institutional and personal factors that impact well-being</td>
<td>Describes interactions between institutional and personal factors that impact well-being</td>
<td>Coaches and supports colleagues to optimize well-being at the team, program, or institutional level</td>
</tr>
</tbody>
</table>

**Comments:**

Not Yet Completed Level 1

This subcompetency is not intended to evaluate a fellow’s well-being, but to ensure each fellow has the fundamental knowledge of factors that impact well-being, the mechanisms by which those factors impact well-being, and available resources and tools to improve well-being.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Demonstrates respect and attempts to establish rapport</td>
<td>Establishes a therapeutic relationship in straightforward encounters</td>
<td>Establishes a culturally competent and therapeutic relationship in most encounters</td>
<td>Establishes a therapeutic relationship in straightforward and complex encounters, including those with ambiguity and/or conflict</td>
<td>Mentors others to develop positive therapeutic relationships</td>
</tr>
<tr>
<td>Attempts to adjust communication strategies based upon patient/family expectations</td>
<td>Adjusts communication strategies as needed to mitigate barriers and meet patient/family expectations</td>
<td>Communicates with sensitivity and compassion, elicits patient/family values, and acknowledges uncertainty and conflict</td>
<td>Uses shared decision making with patient/family to make a personalized care plan</td>
<td>Models and coaches others in patient- and family-centered communication</td>
</tr>
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Comments: Not Yet Completed Level 1
## Interpersonal and Communication Skills 2: Interprofessional and Team Communication

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<thead>
<tr>
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<tbody>
<tr>
<td>Respectfully requests a consultation, with guidance</td>
<td>Clearly and concisely requests consultation by communicating patient information</td>
<td>Formulates a specific question for consultation and tailors communication strategy</td>
<td>Coordinates consultant recommendations to optimize patient care</td>
<td>Maintains a collaborative relationship with referring providers that maximizes adherence to practice recommendations</td>
</tr>
<tr>
<td>Identifies the members of the interprofessional team</td>
<td>Participates within the interprofessional team</td>
<td>Uses bi-directional communication within the interprofessional team</td>
<td>Facilitates interprofessional team communication</td>
<td>Coaches others in effective communication within the interprofessional team</td>
</tr>
</tbody>
</table>

### Comments:

Not Yet Completed Level 1
### Interpersonal and Communication Skills 3: Communication within Health Care Systems

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<tr>
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<tbody>
<tr>
<td>Records accurate information in the patient record</td>
<td>Records accurate and timely information in the patient record</td>
<td>Concisely documents updated, prioritized, diagnostic and therapeutic reasoning in the patient record</td>
<td>Documents diagnostic and therapeutic reasoning, including anticipatory guidance</td>
<td>Models and coaches others in documenting diagnostic and therapeutic reasoning</td>
</tr>
<tr>
<td>Identifies the importance of and responds to multiple forms of communication (e.g., in-person, electronic health record (EHR), telephone, email)</td>
<td>Selects appropriate method of communication, with prompting</td>
<td>Aligns type of communication with message to be delivered (e.g., direct and indirect) based on urgency and complexity</td>
<td>Demonstrates exemplary written and verbal communication</td>
<td>Coaches others in written and verbal communication</td>
</tr>
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</table>

Comments: Not Yet Completed Level 1
### Interpersonal and Communication Skills 4: Communication Around Serious Illness, Including End-of-Life Care

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</thead>
<tbody>
<tr>
<td>Identifies communication of prognosis as a key element for shared decision making</td>
<td>Assesses the patient’s and family’s/caregivers’ prognostic awareness and identifies preferences for receiving prognostic information</td>
<td>Delivers prognostic information and recognizes the emotional responses of patient and family/caregivers</td>
<td>Tailors communication of prognosis according to disease trajectory, patient/family needs, and medical uncertainty, and attends to the emotional responses</td>
<td>Coaches others in the communication of prognostic information</td>
</tr>
</tbody>
</table>

#### Comments:

Not Yet Completed Level 1