

# The Emergency Medical Services Milestone Project

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education  
and  
The American Board of Emergency Medicine



July 2015

## The Emergency Medical Services Milestone Project

The Milestones are designed only for use in evaluation of the fellow in the context of their participation in ACGME-accredited residency or fellowship programs. The Milestones provide a framework for 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.

## Emergency Medical Services Milestones

**Chair: Michael Beeson, MD**

### **Working Group**

Charles Beaudette, MD

Jane Brice, MD, MPH

Laura Edgar, EdD, CAE

Debra Perina, MD

Peter P. Pons, MD

Nicholas Rathert, MD

Noel Wagner, MD, NREMT-P

Stacy Weisberg, MD, MPH

### **Advisory Group**

Timothy Brigham, MDiv, PhD

Wallace Carter, MD

Louis Ling, MD

Earl Reisdorff, MD

## Milestone Reporting

This document presents Milestones designed for programs to use in semi-annual review of fellow performance and reporting to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for fellow performance as a fellow moves from entry into fellowship through graduation. In the initial years of implementation, the Review Committee will examine Milestone performance data for each program's fellows as one element in the Next Accreditation System (NAS) to determine whether fellows overall are progressing.

For each period, review and reporting will involve selecting milestone levels that best describe a fellow's current performance and attributes. Milestones are arranged into numbered levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert in the subspecialty.

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

**Level 1:** The fellow demonstrates milestones expected of an incoming fellow.

**Level 2:** The fellow is advancing and demonstrates additional milestones, but is not yet performing at a mid-fellowship level.

**Level 3:** The fellow continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for fellowship.

**Level 4:** The fellow has advanced so that he or she now substantially demonstrates the milestones targeted for fellowship. This level is designed as the graduation target.

**Level 5:** The fellow has advanced beyond performance targets set for fellowship and is demonstrating "aspirational" goals which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional fellows will reach this level.

## **Additional Notes**

Level 4 is designed as the graduation *target* and *does not* represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the fellowship program director. Study of Milestone performance data will be required before the ACGME and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether Milestone data are of sufficient quality to be used for high-stakes decisions.

Examples are provided with some milestones. Please note that the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

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

For a list of procedures referred to within this document, please refer to the ACGME Program Requirements for Emergency Medical Services, as well as the American Board of Emergency Medicine (ABEM)-Emergency Medical Services Core Content.

*Answers to Frequently Asked Questions about Milestones are available on the Milestones web page:*

<http://www.acgme.org/acqmeweb/Portals/0/MilestonesFAQ.pdf>.

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.

Prehospital Recognition and Stabilization of Time/Life-Critical Conditions – Patient Care				
Level1	Level2	Level3	Level4	Level5
<ul style="list-style-type: none"> <li>• Recognizes when a patient is unstable and requires immediate intervention</li> <li>• Performs a primary assessment on a critically ill or injured patient</li> <li>• Understands local laws and regulations governing end of life</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes initial stabilization actions in the resuscitation of a critically ill or injured patient</li> <li>• Reassesses patient after implementing an intervention</li> <li>• Evaluates the validity of a Do Not Resuscitate (DNR) order</li> </ul>	<ul style="list-style-type: none"> <li>• Independently adapts management strategies of time/life-critical conditions to the situation and environment</li> <li>• Chooses appropriate transport modality and destination facility for time/life-critical conditions</li> <li>• Independently makes the decision to withhold or end resuscitation efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in policy and protocol development for the management of critically ill or injured patients, selection of appropriate destination facility</li> <li>• Performs quality improvement efforts to improve the care to patients with time/life-critical conditions</li> <li>• Participates in policy OR protocol implementation related to end of life</li> </ul>	<ul style="list-style-type: none"> <li>• Independently develops or leads the development of policies and protocols for the care of time/life-critical conditions</li> <li>• Independently develops or leads the development of policies and protocols related to end of life</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

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).

Procedures Performed in the Pre-hospital Environment – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Identifies pertinent anatomy and physiology for a specific procedure</li> <li>Uses appropriate Universal Precautions</li> <li>Knows indications, contraindications, anatomic landmarks, equipment, procedural technique, and potential complications</li> </ul>	<ul style="list-style-type: none"> <li>Performs patient assessment, obtains informed consent, and ensures monitoring equipment is in place in accordance with patient safety standards</li> <li>Performs the indicated common procedure on a patient with moderate urgency who has identifiable landmarks and a low-moderate risk for complications</li> <li>Performs post-procedural assessment and identifies any potential complications</li> <li>Understands the effects of the pre-hospital environment on performing procedures</li> </ul>	<ul style="list-style-type: none"> <li>Determines a back-up strategy if initial attempts to perform a procedure are unsuccessful</li> <li>Performs the indicated procedure, takes steps to avoid potential complications, and recognizes the outcome and/or complications resulting from the procedure</li> <li>Considers the environment and situation in decision to perform procedure</li> </ul>	<ul style="list-style-type: none"> <li>Performs indicated procedures on any patients, including those with challenging features (e.g., poorly identifiable landmarks, at extremes of age or with co-morbid conditions)</li> <li>Modifies the procedure depending on the environment and situation</li> <li>Successfully employs a back-up strategy for patient stabilization after failed procedure or procedure not performed due to challenges of the pre-hospital environment</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates current procedures and equipment and suggests improvements</li> <li>Analyzes best evidence to develop policy for pre-hospital procedures</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Pre-hospital Recognition and Stabilization of Time/Life-Critical Conditions – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Recognizes when a patient is unstable and requires immediate intervention</li> <li>• Performs a primary assessment on a critically-ill or injured patient</li> <li>• Understands local laws and regulations governing end of life</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes initial stabilization actions in the resuscitation of a critically-ill or injured patient</li> <li>• Reassesses patient after implementing an intervention</li> <li>• Evaluates the validity of a Do Not Resuscitate (DNR) order</li> </ul>	<ul style="list-style-type: none"> <li>• Independently adapts management strategies of time/life-critical conditions to the situation and environment</li> <li>• Chooses appropriate transport modality and destination facility for time/life-critical conditions</li> <li>• Independently makes the decision to withhold or end resuscitation efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in policy and protocol development for the management of critically-ill or injured patients, selection of appropriate destination facility</li> <li>• Performs quality improvement efforts to improve the care to patients with time/life-critical conditions</li> <li>• Participates in policy operating room (OR) protocol implementation related to end of life</li> </ul>	<ul style="list-style-type: none"> <li>• Independently develops or leads the development of policies and protocols for the care of time/life-critical conditions</li> <li>• Independently develops or leads the development of policies and protocols related to end of life</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				



Recognition and Treatment of Pre-hospital Conditions – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Under supervision, manages patients with common and simple presentations</li> <li>• Recognizes the difference in patient care between the pre-hospital and hospital environment</li> </ul>	<ul style="list-style-type: none"> <li>• Manages patients with common and simple presentations</li> <li>• Under supervision, manages patients with uncommon and complicated (e.g., behavioral, bariatric) presentations</li> <li>• Under supervision, adapts care to situation and environment</li> </ul>	<ul style="list-style-type: none"> <li>• Independently manages patients with uncommon and complicated presentations</li> <li>• Under supervision, manages patients with complicated presentations in challenging environments (e.g., entrapped, hazardous materials, remote area)</li> <li>• Independently adapts care to situation and environment</li> </ul>	<ul style="list-style-type: none"> <li>• Independently manages patients with uncommon and complicated presentations in challenging pre-hospital environments</li> </ul>	<ul style="list-style-type: none"> <li>• Independently develops or leads the development of policies and protocols for the care of pre-hospital conditions</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Mass Casualty and Disaster Management – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Demonstrates awareness of mass casualty medicine and disaster response</li> <li>• Demonstrates awareness of National Incident Management System (NIMS) and Incident Command System (ICS)</li> </ul>	<ul style="list-style-type: none"> <li>• Participates with supervision in a mass casualty or disaster exercise or event</li> <li>• Understands principles and terminology of mass casualty and disaster response, including triage, NIMS and ICS</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and implements a plan of action for a mass casualty incident or disaster</li> <li>• Performs triage at a mass casualty or disaster incident/exercise</li> <li>• Participates in after action review</li> </ul>	<ul style="list-style-type: none"> <li>• Independently responds to and manages a mass casualty or disaster incident/exercise</li> <li>• Serves as incident medical commander at a mass casualty or disaster incident/exercise</li> <li>• Performs after action review and develops an improvement plan for future incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and implements regional mass casualty plans</li> <li>• Performs scholarly activity in mass casualty and disaster management</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

General Special Operations in Emergency Medical Services (EMS) – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Understands general principles of patient care in special operations situations</li> </ul>	<ul style="list-style-type: none"> <li>Understands the principles of care with limited supplies and equipment for special operations situations</li> <li>With supervision, participates in a special operations event or exercise</li> </ul>	<ul style="list-style-type: none"> <li>Independently provides care at a special operations event or exercise</li> <li>Participates in after action review</li> </ul>	<ul style="list-style-type: none"> <li>Develops and implements a plan of care or set of standing protocols for a special operations event or team</li> <li>Performs after action review and develops an improvement plan for future events</li> </ul>	<ul style="list-style-type: none"> <li>Serves as medical director for a special operations response team</li> <li>Performs scholarly activity in special operations</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Medical Oversight – Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Understands the function of oversight of EMS systems</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge of core components and legal issues of medical oversight</li> <li>Performs medical oversight with supervision</li> </ul>	<ul style="list-style-type: none"> <li>Performs medical oversight of EMS systems with minimal supervision</li> </ul>	<ul style="list-style-type: none"> <li>Independently performs oversight of EMS systems</li> </ul>	<ul style="list-style-type: none"> <li>Supervises others in provision of oversight of EMS systems</li> <li>Develops policy for oversight of EMS systems</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

EMS Personnel (Supervision and Training) – Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Is aware of educational content appropriate to scope of practice</li> <li>• Is aware of culture of safety and provider health and wellness</li> <li>• Prepares and presents lectures to junior learners</li> </ul>	<ul style="list-style-type: none"> <li>• With supervision, designs and presents educational content appropriate to scope of practice</li> <li>• Understands culture of safety and provider health and wellness</li> <li>• Participates with the medical director in providing credentialing, supervision, training, and remediation to other providers</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies educational needs and develops training materials appropriate to scope of practice</li> <li>• Integrates culture of safety and provider health and wellness into pre-hospital practice with limited supervision</li> <li>• Identifies deficiencies in team members and, with assistance, develops a remedial training plan</li> </ul>	<ul style="list-style-type: none"> <li>• Develops educational content in response to identified educational need</li> <li>• Independently assesses credentials and deficiencies, providing remedial training as needed</li> <li>• Independently integrates culture of safety and provider health and wellness into pre-hospital practice</li> </ul>	<ul style="list-style-type: none"> <li>• Designs a curriculum or course appropriate for a given scope of practice</li> <li>• Designs health and wellness program for EMS system</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

System Management – Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Demonstrates familiarity with EMS system models</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates familiarity with EMS system finance</li> <li>• Understands EMS system integration with public health, legislation, and government</li> <li>• Recognizes patient safety issues in delivery of pre-hospital care</li> <li>• Understands the role of Public Safety Answering Points (PSAP) in EMS systems</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in analyzing EMS system budget, making recommendations, and seeking funding opportunities</li> <li>• Considers public health and legislation in provision of pre-hospital care</li> <li>• Ensures patient safety in delivery of pre-hospital care</li> <li>• Participates in oversight and quality management of PSAP with supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Independently provides EMS system budget recommendations</li> <li>• Interfaces with public health and government officials as necessary</li> <li>• Integrates patient safety into protocol development</li> <li>• Independently provides oversight and quality management of PSAP</li> <li>• Analyzes current pre-arrival instructions and makes recommendations for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Designs service delivery models to enhance patient safety</li> <li>• Develops integrated health service plans with public health and government officials</li> <li>• Works with legislative process to enhance health care delivery systems</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Quality Management – Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Describes and understands the roles for members of pre-hospital team (e.g., first responders, law enforcement, public health, EMS providers, medical direction, receiving hospital-based personnel)</li> <li>• Participates in a quality management project</li> </ul>	<ul style="list-style-type: none"> <li>• Develops familiarity with data sources and elements (e.g., National EMS Information System [NEMIS])</li> <li>• Under supervision, conducts a quality management audit for a condition, procedure, or systems-based issue</li> </ul>	<ul style="list-style-type: none"> <li>• Uses data sources to identify quality concerns</li> <li>• Evaluates evidence-based guidelines related to quality management efforts</li> <li>• Performs a quality management audit for a condition, procedure, or systems-based issue using acquired data</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies system-wide quality needs and develops appropriate interventions</li> <li>• Implements evidence-based guidelines into quality management efforts</li> <li>• Evaluates the effectiveness of quality interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Implements a comprehensive quality management plan</li> <li>• Develops policy or procedure for regional or state-based quality management</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Research – Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Describes basic concepts in clinical epidemiology, biostatistics, and clinical reasoning</li> <li>• Accesses and uses the medical literature effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Critically analyzes peer-reviewed pre-hospital literature</li> <li>• Incorporates evidence-based pre-hospital medical literature into routine clinical care and teaching</li> <li>• Understands the research regulatory process (e.g., informed consent) in the prehospital environment</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in clinical outcomes data gathering and analysis</li> <li>• Formulates question or hypothesis and understands research design that could be used to answer proposed questions</li> <li>• Initiates scholarly effort (which may include case report, book chapter, quality management report, or independent research)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses system-level data to evaluate clinical practice</li> <li>• Completes scholarly activity</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to peer-reviewed pre-hospital literature</li> <li>• Independently plans, secures funds and executes a research program</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				



Ethics and Professional Behavior – Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Describes basic ethical principles</li> <li>• Demonstrates behavior that conveys caring, honesty, genuine interest, and tolerance when interacting with a diverse population of patients, families, and other members of the health care team</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and manages common ethical challenges during patient care</li> <li>• Forms effective therapeutic bond with patients</li> <li>• Consistently demonstrates compassion, integrity, respect, sensitivity, and responsiveness in common/uncomplicated pre-hospital situations</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to patient needs that supersede self-interest</li> <li>• Mitigates impact of cultural, ethnic, or socioeconomic differences on patient care outcomes</li> <li>• Develops alternate care plans when patients’ personal decisions/beliefs conflict with pre-hospital recommendations</li> <li>• Participates in mediating conflict among members of the pre-hospital team</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively analyzes and manages ethical issues in complicated and challenging clinical situations</li> <li>• Serves as a role model of ethical behavior and professionalism</li> <li>• Assumes leadership responsibility for clinical care team decisions and outcomes</li> <li>• Mediates conflict among members of the pre-hospital team</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as a mentor for others in ethical behavior and professionalism</li> <li>• Participates in or develops programs to promote equality of care in vulnerable and underserved patient populations</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Accountability – Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Is punctual for conferences, rounds, meetings, and duty shifts</li> <li>• Manages personal emotional, physical, and mental health, including fatigue and sleep deprivation</li> <li>• Reports duty hours and submits all required documentation in a timely and accurate manner</li> <li>• Presents in appropriate attire and respectful demeanor</li> <li>• Maintains patient confidentiality</li> <li>• Uses social media ethically and responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks and accepts professional criticism</li> <li>• Consistently recognizes limits of knowledge in common and frequent clinical situations, and asks for assistance</li> <li>• Demonstrates personal ownership of complications and patient outcomes</li> <li>• Recognizes and avoids influences of marketing and advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently recognizes limits of knowledge in uncommon and complicated clinical situations</li> <li>• Recognizes and manages own personal beliefs and values to optimize relationships and patient care</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and responds to provider impairment in self or others</li> <li>• Manages medical errors according to principles of responsibility and accountability in accordance with institutional policy</li> </ul>	<ul style="list-style-type: none"> <li>• Educates physicians, educators, and EMS providers regarding responsibility, wellness, fatigue, and impairment</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Team Communications and Management – Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Recognizes the importance of effective and timely communication with the health care team</li> <li>• Ensures transitions of care are accurately and efficiently communicated</li> <li>• Ensures clear communication and respect among team members</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates effective and timely communication with the health care team in low-stress/low-acuity clinical situations</li> <li>• Accurately documents care provided in the pre-hospital setting</li> <li>• Develops working relationships with other public safety and pre-hospital professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides effective and timely communication with the health care team in high-stress/high-acuity situations</li> <li>• Educates others in accurate and timely documentation of care provided in the pre-hospital setting</li> <li>• Participates with professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Works effectively with the pre-hospital and hospital teams</li> <li>• Uses flexible communication strategies to resolve specific challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Leads change in team activities and/or communication pathways to optimize performance</li> <li>• Seeks leadership opportunities within professional organizations</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Patient-centered Communications – Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Establishes rapport with, and demonstrates empathy toward, all patients and their families</li> <li>Listens effectively to patients and their families</li> </ul>	<ul style="list-style-type: none"> <li>Elicits patients’ reasons for seeking pre-hospital care</li> <li>Negotiates and manages simple patient/family and bystander-related interactions</li> <li>Uses communication methods that minimize the potential for stress, conflict, and misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>Manages the expectations of pre-hospital patients and their families</li> <li>Uses flexible communication strategies to address prehospital challenges, including language barriers and cultural diversity</li> <li>Adjusts communication strategies based on clinical situation, including behavioral emergencies and patient refusals</li> </ul>	<ul style="list-style-type: none"> <li>Uses effective communication skills to investigate and resolve difficult interactions or complaints</li> </ul>	<ul style="list-style-type: none"> <li>Effectively teaches multiple strategies for communication and conflict management skills</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				