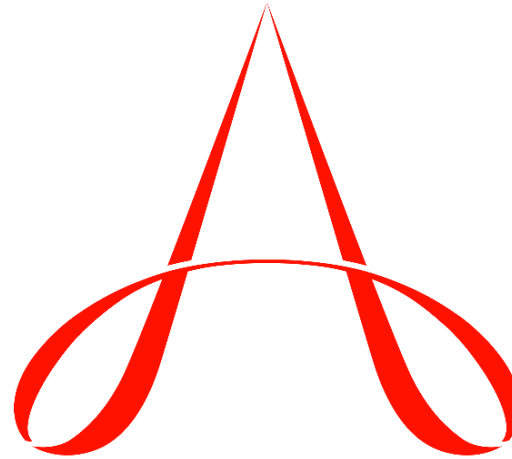




# Clinical Neurophysiology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

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Second Revision: July 2021

First Revision: April 2014

# Clinical Neurophysiology 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.

## **Clinical Neurophysiology Milestones Work Group**

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American Board of Psychiatry and Neurology

American College of Osteopathic Neurologists and Psychiatrists

American Osteopathic Association

Review Committee for Neurology

## 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 iv).

## Additional Notes

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

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.

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 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				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of commonly reported patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems	Participates in disclosure of patient safety events to patients and families	Discloses patient safety events to patients and families	Role models or mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains a basic neurologic history	Obtains, communicates, and documents a focused and relevant history, including collateral information as appropriate	Obtains a focused history sufficient to guide subsequent neurophysiologic investigation	Consistently obtains a focused history to guide hypothesis-driven neurophysiologic investigation	Serves as a role model in obtaining a hypothesis-driven neurophysiologic investigation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 2: Neurological Exam				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a basic neurological exam	Performs, communicates, and documents a neurological exam incorporating additional relevant maneuvers	Performs, communicates, and documents a focused neurological examination sufficient to guide subsequent neurophysiologic investigation	Consistently obtains a focused neurological examination to guide hypothesis-driven neurophysiologic investigation	Serves as a role model in performing a focused neurological examination to guide hypothesis-driven neurophysiologic investigation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>



Patient Care 3: Electroencephalogram (EEG)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes normal EEG features of awake and sleep states and common EEG artifacts</p> <p>Identifies the elements of a routine EEG report</p>	<p>Interprets common EEG abnormalities</p> <p>Generates a routine normal EEG report</p>	<p>Interprets common normal variants and abnormal EEG patterns</p> <p>Generates an abnormal EEG report</p>	<p>Efficiently interprets EEG findings, including uncommon normal variants and abnormal EEG patterns</p> <p>Efficiently generates normal and complex reports of continuous video EEG</p>	<p>Mentors others in interpreting EEG findings in children and adults</p> <p>Utilizes advanced analytic techniques to efficiently and accurately generate reports on continuous video EEG studies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></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 4: Nerve Conduction Studies (NCS)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Applies principles of electrical safety to the performance of NCS</p> <p>Identifies the elements of a routine NCS report</p>	<p>Performs common motor and sensory NCS and late responses</p> <p>Interprets common motor and sensory abnormalities and generates a report</p>	<p>Performs neuromuscular junction testing</p> <p>Interprets uncommon motor and sensory abnormalities, as well as common anatomical variants in the interpretation of NCS and generates a report</p>	<p>Performs cranial nerve testing and uncommon motor and sensory NCS</p> <p>Efficiently interprets and generates a detailed report of complex nerve conduction study findings</p>	<p>Performs special NCS procedures</p> <p>Mentor others in the interpretation and documentation of NCS</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p>			<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>	

Patient Care 5: Needle EMG				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies technical artifacts in the interpretation of EMG</p> <p>Applies knowledge of nerve and muscle anatomy in the performance of EMG and applies principles of electrical safety to the performance of EMG</p> <p>Identifies the elements of an EMG report</p>	<p>Formulates basic EMG plan for common clinical presentations</p> <p>Performs and interprets EMG of commonly sampled muscles, recognizing common EMG findings</p> <p>Generates a normal report for an EMG/NCS study</p>	<p>Formulates EMG plan for uncommon/atypical clinical presentations</p> <p>Performs and interprets EMG of uncommonly sampled muscles, including cranial nerve innervated muscles</p> <p>Generates a report for common normal and abnormal findings of an EMG/NCS study</p>	<p>Actively interprets EMG findings “in real time” and adjusts EMG plan in accordance</p> <p>Interprets uncommon EMG findings</p> <p>Generates a report for uncommon normal and abnormal findings of an EMG/NCS study</p>	<p>Serves as a mentor in the planning of EMG studies</p> <p>Performs and interprets special EMG procedures (e.g., single fiber EMG, quantitative EMG studies)</p> <p>Serves as a mentor in generation of EMG reports</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></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 6: Intra-operative Monitoring (IOM)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes normal waveforms related to commonly performed IOM studies</p> <p>Identifies the basic elements of the IOM report</p>	<p>Correlates normal waveforms with associated anatomic structures and physiologic phenomena</p> <p>Generates a basic normal IOM report</p> <p>Orders and utilizes appropriate basic procedures in patients undergoing IOM</p>	<p>Interprets common normal and abnormal findings in IOM, including artifacts</p> <p>Provides timely feedback to surgeons with support and generates written report</p> <p>Orders appropriate IOM in cases of moderate complexity</p>	<p>Interprets uncommon findings in IOM studies</p> <p>Provides timely feedback to surgeons independently, and generates written report</p> <p>Orders and utilizes appropriate IOM in cases of high complexity</p>	<p>Serves as a mentor in interpretation of IOM studies</p> <p>Serves as a mentor in communication with surgeons during IOM studies and generating a written report</p> <p>Role models the ordering and utilization of appropriate IOM</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></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 7: Evoked Potential (EP)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes normal waveforms related to commonly performed EP studies</p> <p>Identifies the basic elements of the EP study report</p>	<p>Describes normal waveforms related to commonly performed EP studies and correlates normal waveforms with associated anatomic structures and physiologic phenomena</p> <p>Generates a basic normal report</p> <p>Orders and utilizes appropriate basic procedures in patients undergoing EP studies</p>	<p>Interprets common findings of clinical significance associated with EP studies</p> <p>Generates a report of common abnormal EP studies</p> <p>Orders and utilizes appropriate EP studies in cases of moderate complexity</p>	<p>Interprets uncommon findings of clinical significance during EP studies</p> <p>Generates a report of uncommon EP studies</p> <p>Orders and utilizes appropriate EP studies in cases of high complexity</p>	<p>Serves as a mentor for interpretation of EP studies</p> <p>Role models in the creation of EP reports</p> <p>Role models the ordering and utilization of appropriate EP studies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></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 8: Polysomnography				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the technical aspects of polysomnograph/HST	Describes normal neurophysiologic features of sleep stages	Interprets and reports polysomnographic features of common sleep disorders	Interprets and reports polysomnographic features of uncommon sleep disorders	Mentors others in the interpretation and reporting of PSG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="float: right; text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 9: Telemedicine				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the required components for remote neurophysiologic monitoring	Identifies appropriate use settings for remote neurophysiologic monitoring	Demonstrates use of digital or remote monitoring to support patient management in clinical neurophysiology settings	Utilizes digital and remote monitoring data to optimize the care of patients in clinical neurophysiology settings	Innovates and leads in the use of emerging remote monitoring technologies in clinical neurophysiology settings
Identifies the required components of a telehealth visit	Identifies clinical situations that can be managed through a telehealth visit	Initiates and performs a complete telehealth visit	Utilizes telehealth visits for complex patient management	Innovates and leads in the use of telehealth technologies in the delivery of patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 1: Localization				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately localizes lesions to specific regions of the nervous system	Demonstrates knowledge of neuroanatomy and neurophysiology relevant to performing and interpreting common neurophysiologic studies	Demonstrates knowledge of neuroanatomy and neurophysiology relevant to performing and interpreting uncommon neurophysiologic studies	Consistently demonstrates sophisticated and detailed knowledge of neuroanatomy and neurophysiology relevant to performing and interpreting complex neurophysiologic studies	Teaches other learners neuroanatomy relevant to performing and interpreting neurophysiologic studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="float: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				



Medical Knowledge 2: Neuromuscular (NM) Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains typical presentations of common NM disorders (based on knowledge of anatomy of the NMJ)	Explains atypical presentations of commonly encountered NM disorders	Demonstrates basic knowledge of neurophysiologic findings in common and uncommon neuromuscular disorders	Demonstrates detailed knowledge of neurophysiologic findings in common and uncommon neuromuscular disorders	Engages in scholarly activity related to neurophysiologic findings in neuromuscular disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="float: right; text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 3: Epilepsy				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of common types of seizures and epilepsy syndromes	Demonstrates basic knowledge of uncommon types of seizures and epilepsy syndromes as well as demonstrates an ability to differentiate epileptic seizures from other paroxysmal disorders	Demonstrates detailed knowledge of clinical findings seen in common and uncommon types of seizures and epilepsy syndromes, as well as the ability to localize and lateralize seizure foci based on reported seizure semiology	Demonstrates detailed knowledge of clinical findings, and typical EEG findings seen in common and uncommon seizures and epilepsy syndromes	Engages in scholarly activity related to epileptic seizures and/or epilepsy syndromes
Demonstrates basic knowledge related to the medical management of epilepsy	Demonstrates detailed knowledge of common anti-seizure medications (ASM)	Demonstrates detailed knowledge of uncommon ASMs	Demonstrates knowledge of advanced treatment options for medically refractory epilepsy	Demonstrates detailed knowledge of advanced treatment options for medically refractory epilepsy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="float: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 4: Sleep Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes clinical features of common sleep disorders	Recognizes the indications for use of different sleep study modalities	Describes clinical and neurophysiologic features of common sleep disorders	Describes clinical and neurophysiologic features of uncommon sleep disorders	Engages in scholarly activity related to sleep disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Applicable <input type="checkbox"/> </div>				

Medical Knowledge 5: EP/IOM				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes basic knowledge of the fundamental neurophysiologic principles of EP and/or IOM</p> <p>Describes common indications for IOM and/or EP studies</p>	<p>Demonstrates advanced knowledge of the fundamental neurophysiologic principles of EP and/or IOM</p> <p>Describes basic procedures utilized in IOM and/or EP and when studies are clinically appropriate</p>	<p>Demonstrates basic knowledge of the technical aspects of EP and/or IOM</p> <p>Describes normal patterns of EP and/or IOM studies</p>	<p>Demonstrates detailed knowledge of the technical aspects of EP and/or IOM studies</p> <p>Describes atypical findings of clinical significance associated with EP and/or IOM studies</p>	<p>Demonstrates comprehensive knowledge of the fundamental neurophysiologic principles and technical aspects of EP and/or IOM studies</p> <p>Describes uncommon findings of clinical significance during IOM and/or EP studies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p>			<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>	

Systems-Based Practice 1: Patient Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of commonly reported patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems	Participates in disclosure of patient safety events to patients and families (actual or simulated)	Discloses patient safety events to patients and families (actual or simulated)	Role models or mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Role 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 and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for their local population	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 specific populations	Leads innovations and advocates for populations and communities with health care inequities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
Not Yet Completed Level 1 <input type="checkbox"/>				

Systems-Based Practice 4: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)</p> <p>Describes basic health payment systems (e.g., government, private, public, uninsured care) and practice models</p> <p>Identifies basic knowledge domains for effective transition to practice</p>	<p>Describes how components of a complex health care system are interrelated, and how this impacts patient care</p> <p>Delivers care with consideration of each patient's payment model (e.g., insurance type)</p> <p>Describes core administrative knowledge needed for transition to practice</p>	<p>Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Engages with patients in shared decision making, informed by each patient's payment models</p> <p>Demonstrates use of administrative knowledge required for transition to practice</p>	<p>Manages various components of the complex health care system to provide efficient, and effective patient care and transition of care</p> <p>Advocates for patient care needs (e.g., community resources, patient assistance resources) with consideration of the limitations of each patient's payment model</p> <p>Analyzes individual practice patterns and professional requirements for transition to practice</p>	<p>Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care</p> <p>Participates in health policy advocacy activities</p> <p>Educates others to prepare them for transition to practice</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				



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 in patient care	Articulates clinical questions to guide search for evidence and elicits patient preferences and values in order to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preferences and values, to the care of patients	Critically appraises and applies evidence, even in the face of uncertainty, and interprets 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <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
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback and other input)	Seeks performance data sporadically, with adaptability and humility	Seeks performance data consistently	Role models seeking performance data with adaptability and humility
Identifies the factors which contribute to gaps between expectations and actual performance	Analyzes and reflects on the factors which contribute to gaps between expectations and actual performance	Institutes behavioral changes to narrow the gaps between expectations and actual performance	Challenges assumptions and considers alternatives in narrowing the gaps 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <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 and how to report	Demonstrates insight into professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Intervenes to prevent professionalism lapses in self and others	Coaches others when their behavior fails to meet professional expectations
Demonstrates knowledge of ethical principles related to patient care	Analyzes straightforward situations using ethical principles	Analyzes complex situations using ethical principles	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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	Manages situations that may impact others' ability to complete tasks and responsibilities in a timely manner	Identifies and seeks to address system-level factors that impact completion of tasks
Responds promptly to requests or reminders to complete tasks and responsibilities	Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner	Proactively implements strategies to ensure that the needs of patients, teams, and systems are met	Role models the strategies to ensure that the needs of patients, teams, and systems are met	Coaches others to develop strategies to ensure that the needs of patients, teams, and systems are met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Self-Awareness and Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to promote personal and professional well-being	Independently develops a plan to promote personal and professional well-being	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
Recognizes limits in knowledge/skills, with assistance	Independently recognizes limits in knowledge/skills	With assistance, proposes a plan to remediate or improve limits in knowledge/skills	Independently develops a plan to remediate or improve limits in knowledge/skills	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <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, 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.

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates respect and establishes rapport with patients</p> <p>Identifies the need to individualize communication strategies based on patient/family expectations and fund of knowledge</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Communicates compassionately with patient/family, clarifying expectations and verifying understanding of the clinical situation</p>	<p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>Communicates medical information in the context of patient/family values, uncertainty and conflict</p>	<p>Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity</p> <p>Uses shared decision making to align patient/family values, goals, and preferences with treatment options</p>	<p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Role models shared decision making in the context of patient/family values, uncertainty, and conflict</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Interpersonal and Communication Skills 2: Barrier and Bias Mitigation				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common barriers to effective patient care (e.g., language, disability)	Identifies complex barriers to effective patient care (e.g. health literacy, cultural)	Recognizes personal biases and mitigates barriers to optimize patient care, when prompted	Recognizes personal biases and proactively mitigates barriers to optimize patient care	Mentors others on recognition of bias and mitigation of barriers to optimize patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 3: Patient and Family Education				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes link between patient outcomes and education	Describes methods for effective patient education	Educates patients effectively in straightforward situations, including eliciting understanding of information provided	Educates patients effectively in complex situations	Educates patients in self-advocacy, community outreach, and activism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>



Interpersonal and Communication Skills 4: 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>Understands the importance of feedback</p>	<p>Communicates information effectively with all members of the health care team</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>Communicates concerns and provides feedback to peers and learners</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>Role 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><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Interpersonal and Communication Skills 5: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accurately records information in the patient record as required by institutional policy</p> <p>Describes appropriate use of documentation shortcuts as required by institutional policy</p>	<p>Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record</p> <p>Demonstrates accurate, timely, and appropriate use of documentation shortcuts in formats specified by institutional policy</p>	<p>Concisely reports diagnostic and therapeutic reasoning in the patient record</p> <p>Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g. progress notes, text messages) forms of communication based on context</p>	<p>Communicates clearly, concisely, timely, and in an organized written form, including anticipatory guidance</p> <p>Achieves written or verbal communication (patient notes, email, etc.) that streamlines and enhances patient care.</p>	<p>Models feedback to improve others' written communication</p> <p>Achieves written or verbal communication (patient notes, email, etc.) that serves as an example for others to follow</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				