

Pediatrics Milestones for Singapore



May 2017

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The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-I-accredited residency programs. The Milestones provide a framework for the assessment of the development of the resident in key dimensions of the elements of physician competency in a specialty. 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.

Milestones Reporting

This document presents milestones designed for programs to use in semi-annual review of resident performance and reporting to the ACGME-I. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME-I competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for resident performance as a learner moves from entry into their program through graduation.

For each period, review and reporting will involve selecting milestone levels that best describe each resident's current performance and attributes. Milestones are arranged in numbered levels. Tracking from "Level 1" to "Level 5" is synonymous with moving from novice to expert in the specialty. These levels do not correspond with time in the educational program. Dependent upon previous education and experience, residents may enter a program at varying points in the Milestones.

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

Level 1: These learner behaviors are not within the spectrum of developing competence. Instead, they indicate significant deficiencies in a resident's performance.

Level 2: Describes behaviors of an early learner.

Level 3: Describes behaviors of a resident who is advancing and demonstrating improvement in performance related to milestones and may need indirect supervision only. In the Singapore context, this is the level expected of a Senior Resident.

Level 4: Describes behaviors of a resident who substantially demonstrates the milestones identified for a physician who is ready for unsupervised practice. In the Singapore context, this is the level expected of a graduating final year Senior Resident (R6) or Associate Consultant (AC) in General Paediatrics.

This column is designed as the graduation target, but the resident may display these milestones at any point during residency.

Level 5: Describes behaviors of a resident who has advanced beyond those milestones that describe unsupervised practice. These milestones reflect the competence of an expert or role model and can be used by programs to facilitate further professional growth. It is expected that only a few exceptional residents will demonstrate these milestones behaviors.

Additional Notes

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

Answers to Frequently Asked Questions about Milestones are posted on the ACGME-I website.

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

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (actual or simulated)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

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

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

Patient Care 1: Gather Essential and Accurate Information About the Patient				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a fairly correct and complete history and physical examination on routine patients</p> <p>May gather too little or exhaustive information following a template regardless of the patient's chief complaint</p> <p>Has limited ability to filter, prioritize, and connect the significant components of the history/physical examination</p> <p>Analytic reasoning is through basic pathophysiology alone</p>	<p>Performs a physical examination targeted to the patient's complaints for routine conditions and circumstances but needs guidance in unusual and more complex circumstances</p> <p>Filters, prioritizes, and synthesizes information into pertinent positives and negatives, as well as broad diagnostic categories; is able to link current findings to prior clinical encounters</p> <p>Relies primarily on analytic reasoning through basic pathophysiology to gather and synthesize information</p>	<p>Usually obtains complete, relevant, and accurate patient history, including complicated and sensitive information; performs thorough and appropriate physical examination</p> <p>Demonstrates pattern recognition that leads to the creation of illness scripts; data gathering is driven by real time development of a differential diagnosis early in the information gathering process</p>	<p>Consistently obtains complete, relevant, and accurate patient history, including complicated and sensitive information; performs thorough and appropriate physical examination that inform the diagnosis early in the process</p> <p>Creates well-developed illness scripts that allow essential and accurate information to be gathered and precise diagnoses to be reached with ease and efficiency when presented with most pediatric problems</p> <p>Relies on analytic reasoning through basic pathophysiology to gather information when presented with complex or uncommon problems</p>	<p>Creates robust illness and instance scripts (where the specific features of individual patients are remembered and used in future clinical reasoning) that lead to unconscious gathering of essential and accurate information in a targeted and efficient manner when presented with all but the most complex or rare clinical problems</p> <p>Creates illness and instance scripts that are robust enough to enable discrimination among diagnoses with subtle distinguishing features</p> <p>Role models this competency and is regularly sought out by junior learners, peers, and other members of the health care team for his/her exemplary physical diagnosis skills</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 2: Make Informed Diagnostic and Therapeutic Decisions that Result in Optimal Clinical Judgment				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recalls and presents clinical facts in the history and physical in the order they were elicited without filtering, reorganization, or synthesis</p> <p>Needs guidance to organize and sequence diagnostic and therapeutic interventions</p> <p>Requires direct supervision of diagnostic and therapeutic plan development and implementation</p>	<p>Develops comprehensive differential diagnosis. In common disorders, is able to develop a weighted differential diagnosis; some plans for diagnostic and therapeutic intervention are well-organized and justified based on the clinical findings and relevant pathophysiology</p> <p>Requires supervision in the development and implementation of diagnostic and therapeutic plans in more complex clinical situations and circumstances</p>	<p>Develops comprehensive differential diagnosis, and is able to develop weighted differential diagnosis in the majority of clinical settings; shows the emergence of pattern recognition in diagnostic and therapeutic reasoning; management plans are justified based on clinical findings and relevant pathophysiology</p> <p>Requires only minimal guidance (remote supervision) from the faculty for common conditions, but may require direct supervision for more complex clinical situations and circumstances</p>	<p>Demonstrates well-established pattern recognition that leads to the ability to identify discriminating features between similar patients and to avoid premature closure</p> <p>Manages patients with a broad spectrum of clinical disorders including some complex and rare medical conditions; offers management options tailored to address the individual patient</p> <p>Is able to practice without supervision in the specialty</p>	<p>Role models the efficient, effective, and independent management of patients with a broad spectrum of clinical disorders, including complex and rare medical conditions</p> <p>Is regularly sought out by junior learners, peers, and other members of the health care team for his/her ability; and offers management options in the context of patient preferences and overall health</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 3: Perform Relevant Bedside Diagnostic or Therapeutic Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the rationale and risks of a small number of commonly performed procedures in the specialty and demonstrates basic technical skills, but requires frequent guidance and supervision in the performance of many bedside procedures	Demonstrates knowledge of indications, contraindications, and complications of a range of procedures; demonstrates knowledge and technical skills, including the ability to follow standard sterile procedures; performs basic bedside procedures under direct supervision; recognizes limitations; and appropriately requests assistance	Demonstrates knowledge of indications, contraindications, and complications of a wide range of procedures; demonstrates the relevant technical skills and standard procedures for a range of bedside procedures in the specialty; demonstrates ability to perform basic and more complicated bedside procedures under the appropriate form of supervision, recognizing limitations, and requesting assistance appropriately	Demonstrates knowledge of indications, contraindications, and complications of the full range of procedures in the specialty; demonstrates the relevant technical skills and standard procedures for the full range of bedside procedures in the specialty; and demonstrates ability to perform basic and complicated bedside procedures	Role models exemplary knowledge related to and performance of the full range of bedside procedures in the specialty in all circumstances, and is regularly sought out by junior learners, peers, and other members of the health care team to perform procedures on their patients in complex and unusual circumstances
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 4: Develop and Carry Out Effective Management Plans				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Develops and carries out management plans based on directives from others, either from the health care organization or the supervising physician; is unable to adjust plans based on individual patient differences or preferences; communication about the plan is unidirectional from the practitioner to the patient and family</p>	<p>Develops and carries out management plans based on theoretical knowledge and/or directives from others; may have difficulty focusing on key information, so conclusions are often arbitrary, or poorly prioritized</p> <p>Is beginning to recognize uncertainty in the clinical setting; but requires extensive guidance in how to deal with uncertainty in a clinical context</p>	<p>Develops and carries out management plans based on both theoretical knowledge and some experience, especially in managing common problems; begins to incorporate patients' assumptions and values into plans through more bidirectional communication</p> <p>Can manage risks and benefits; is able to weigh cost efficiency and value in common and some more complex clinical problems; can make difficult clinical decisions with less than ideal information, but requires guidance in certain situations in which he/she has to deal with uncertainty in a clinical context</p>	<p>Develops and carries out management plans based on experience and sound clinical judgement</p> <p>Effectively and efficiently focuses on key information to arrive at a plan; incorporates patients' assumptions and values through bidirectional communication with little interference from personal biases</p>	<p>Develops and carries out management plans, even for complicated or rare situations, based on experience and sound clinical judgement</p> <p>Rapidly focuses on key information to arrive at the plan and augments that with available information or seeks new information as needed; has insight into his/her own assumptions and values that allow his/her to filter them out and focus on the patient/family values in a bidirectional conversation about the management plan</p> <p>Role models this competency; uses clinical "intuition" while avoiding premature diagnostic closure</p>

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			Effectively manages risks and benefits; is able to weigh cost efficiency and value in the range of clinical problems in the specialty; recognizes uncertainty in the clinical setting; is able to manage effectively in uncertain or unclear clinical situations, and effectively conveys his/her management thought process to patients and family	Is regularly sought out by junior learners, peers and other members of the health care team for these skills					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:								Not Yet Achieved Level 1	<input type="checkbox"/>

Patient Care 5: Provide Anticipatory Guidance, Holistic, and Family-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Provides anticipatory guidance to caregivers with prompting	Provides effective, timely, and appropriate anticipatory guidance to caregivers with direct supervision	Provides effective, timely, and appropriate anticipatory guidance to caregivers, taking into account the individual child's and family's unique characteristics with indirect supervision	Provides effective, timely, and appropriate anticipatory guidance to caregivers in a culturally sensitive manner, taking into account the individual child's and family's unique characteristics	Role models taking into account the psychosocial and mental well-being of children as they progress through their different stages of development
Provides in the context of the "well child" with direct supervision	Provides in the context of both the "well child" and the child with a chronic medical condition with direct supervision	Provides in the context of both the "well child" and the child with a chronic medical condition with indirect supervision	Provides in the context of both the "well child" and the child with a chronic medical condition	
Demonstrates limited concern with the psychosocial and mental well-being of children	Occasionally takes into account the psychosocial and mental well-being of children as they progress through their different stages of development	Takes into account the psychosocial and mental well-being of children as they progress through their different stages of development with indirect supervision	Takes into account the psychosocial and mental well-being of children as they progress through their different stages of development	
Provides medical care to the child in the context of his family/caregivers with prompting	Provides holistic care to the child in the context of his family/care-givers with direct supervision	Provides holistic care to the child in the context of his family/caregivers with indirect supervision	Provides holistic care to the child in the context of his family/caregivers	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Knowledge 1: Integrate Medical Knowledge with Latest Available Scientific Evidence in order to Provide Effective Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates the ability to articulate foundational knowledge of relevant basic science for common conditions encountered in the specialty; applies this knowledge in a rudimentary fashion in the clinical setting; needs frequent guidance in applying knowledge in the care of many routine and more complex clinical situations	Demonstrates the ability to articulate and utilize knowledge to diagnose and treat common conditions encountered in the specialty; demonstrates the ability to organize relevant knowledge of pathophysiology and therapeutics to justify a proposed diagnostic evaluation and treatment plan in routine and some more complex clinical situations	Demonstrates the ability to articulate and utilize knowledge to diagnose and treat most common and many uncommon conditions encountered in the specialty; demonstrates the ability to organize and concisely present relevant knowledge to justify a proposed diagnostic evaluation and treatment plan in most clinical situations	Consistently demonstrates the ability to articulate and utilize knowledge to diagnose and treat most common and uncommon conditions encountered in the specialty; has the ability to use critical appraisal skills to evaluate latest scientific evidence to inform decision-making	Role models sharing and utilization of knowledge to diagnose and treat common and the most uncommon conditions encountered in the specialty; effectively draws on knowledge to solve complex clinical problems
Understands the basic principles of evidence-based medicine (EBM), but relevance is limited by lack of clinical exposure	Recognizes the importance of using current information to care for patients and responds to external prompts to do so; is able to formulate questions with significant effort and time; knows how to read and interpret the literature but requires guidance for application	Is able to extrapolate knowledge beyond the specifics of the patient under his/her care, and identifies gaps in knowledge in most clinical situations; recognizes these knowledge gaps as learning opportunities; makes an effort to ask answerable questions on a regular basis and is increasingly able to do so; understands varying levels	Formulates answerable clinical questions regularly; incorporates use of clinical evidence in rounds and teaches fellow learners; is capable with advanced searching; is able to critically appraise topics and does so regularly; shares findings with others to try to improve their abilities; practices EBM because of the benefit to the patient and the desire to learn more	Teaches critical appraisal of topics to others; strives for change at the organizational level as dictated by best current information; is able to easily formulate answerable clinical questions and does so with majority of patients as a habit; is able to effectively and efficiently search and access the literature; is seen by others as a role

		<p>of evidence and can utilize advanced search methods; is able to critically appraise a topic by analyzing the major outcomes; begins to seek and apply evidence when needed</p> <p>May need guidance in understanding the subtleties of the evidence</p>	<p>rather than in response to external prompts</p>	<p>model for practicing EBM</p>							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments: Not Yet Achieved Level 1 <input type="checkbox"/></p>											

Medical Knowledge 2: Use Analytic Thinking to Address Patient Care Issues				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates linear analytic thinking when making clinical decisions; needs frequent guidance in synthesizing this knowledge in the diagnosis and management of patients	Begins to classify, categorize, analyze, and synthesize knowledge in making routine clinical decisions	Classifies, categorizes, analyzes, and synthesizes knowledge in clinical decisions; uses effective problem-solving techniques; is beginning to demonstrate sound clinical judgment; applies an analytical approach to routine and some more complex clinical situations	Seamlessly integrates basic science and clinical knowledge and effectively applies them in routine and complex clinical situations Demonstrates sound clinical judgement	Role models the analysis and synthesis of information in clinical decision-making, and is regularly sought out by junior learners, peers, and other members of the health care team for his/her ability to effectively communicate knowledge based clinical reasoning and explain complex clinical concepts and topics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Note: There is some overlap between Patient Care 4 (management of patients) and Medical Knowledge 2 (using critical analysis to manage patients)

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of common patient safety events</p> <p>Demonstrates knowledge of how to report patient safety events</p>	<p>Identifies system factors that lead to patient safety events</p> <p>Reports patient safety events through institutional reporting systems (actual or simulated)</p> <p>Demonstrates knowledge of basic quality improvement methodologies and metrics</p> <p>Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)</p>	<p>Participates in analysis of patient safety events (simulated or actual)</p> <p>Participates in disclosure of patient safety events to patients and families (simulated or actual)</p> <p>Participates in local quality improvement initiatives</p>	<p>Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)</p> <p>Discloses patient safety events to patients and families (simulated or actual)</p> <p>Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project</p>	<p>Actively engages teams and processes to modify systems to prevent patient safety events</p> <p>Role models or mentors others in the disclosure of patient safety events</p> <p>Creates, implements, and assesses quality improvement initiatives at the institutional or community level</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Systems-Based Practice 2: 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 utilizing the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively utilizing 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"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies components of the complex health care system	Describes the physician's role and how the interrelated components of complex health care system impact patient care	Analyzes how personal practice affects the system (e.g., length of stay, readmission rates, clinical efficiency)	Manages the interrelated components of the complex health care systems for efficient and effective patient care	Advocates for or leads change to enhance systems for high value, efficient, and effective patient care
Describes basic health payment systems, including government, private, public, and uninsured care and different practice models	Understands the concept of shared decision making in patient care, recognizing that payment models affect this delivery of health care	Utilizes shared decision making in patient care, taking into consideration payment models	Advocates for patient care understanding the limitations of each patient's payment model (e.g., community resources, patient assistance resources)	Participates in advocacy activities for health policy to better align payment systems with high value care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and use available evidence, and incorporate patient preferences and values in order to take care of a routine patient	<p>Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based care</p> <p>Is able to locate best available evidence in order to answer clinical questions</p>	Is able to apply the best available evidence, integrated with patient preference, to the care of complex patients	Critically appraises and applies evidence even in the face of uncertainty and conflicting evidence to guide care tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex patients and/or participates in the development of guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth and of Other Health Professionals				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback and other input) in order to inform goals	Seeks performance data episodically, with adaptability and humility	Intentionally seeks performance data consistently, with adaptability and humility	Role models consistently seeking performance data, with adaptability and humility
Identifies the factors that contribute to gap(s) between expectations and actual performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance	Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance	Coaches others on reflective practice
Has a rudimentary understanding of what reflective practice is and is learning how to actively seek opportunities for improvement	Designs and implements a learning plan, with supervision	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
Recognizes the importance of education of patients, families, and other health professionals in patient care	Participates in the education of patients, families, students, residents, and other health professionals	Participates in the education of patients, families, students, residents, and other health professionals, including effective	Able to adapt various teaching styles to the learning needs of various types of learners	Role models exemplary teaching behaviors and teaches others how to teach
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics</p> <p>Is able to Identify and describe potential triggers for professionalism lapses</p>	<p>Demonstrates insight into professional behavior in routine situations</p> <p>Analyzes straightforward situations using ethical principles</p> <p>Takes responsibility for own professionalism lapses</p> <p>Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers</p>	<p>Demonstrates professional behavior in complex or stressful situations</p> <p>Analyzes complex situations using ethical principles</p> <p>Recognizes need to seek help in managing and resolving complex ethical situations</p>	<p>Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others</p> <p>Recognizes and utilizes appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)</p>	<p>Coaches others when their behavior fails to meet professional expectations</p> <p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future</p> <p>Responds promptly to requests or reminders to complete tasks and responsibilities</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p>	<p>Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p>	<p>Takes ownership of system outcomes</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Professionalism 3: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
Recognizes limits in the knowledge/skills of self or team, with assistance	Independently recognizes limits in the knowledge/skills of self or team Demonstrates appropriate help-seeking behaviors	With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team	Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Professionalism 4: Demonstrates Humanism and Cultural Competency				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes impact of culture on health and health behaviors	Displays a consistent attitude and behavior that convey acceptance of diverse individuals and groups, including diversity in gender, age, culture, race, religion, disabilities, sexual orientation, and gender identity	Incorporates patients' beliefs, values, and cultural practices in patient care plans	Anticipates and develops a shared understanding of needs and desires with patients and families; works in partnership to meet those needs	Demonstrates leadership in cultural competency, understanding of health disparities, and social determinants of health
Demonstrates compassion, respect, and empathy	Elicits cultural factors from patients and families that impact health and health behaviors in the context of the biopsychosocial model Identifies own cultural framework that may impact patient interactions and decision-making	Identifies health inequities and social determinants of health and their impact on individual and family health		Develops organizational policies and education to support the application of these principles in the practice of medicine
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation	Clearly and concisely requests a consultation	Checks own understanding of consultant recommendations	Coordinates recommendations from different members of the health care team to optimize patient care	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Respectfully receives a consultation request	Clearly and concisely responds to a consultation request	Checks understanding of recommendations when providing consultation	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
Uses language that values all members of the health care team	Communicates information effectively with all health care team members	Uses active listening to adapt communication style to fit team needs	Demonstrates leadership skills in relationship to members of the health care team	Role models effective team and leadership skills and is regularly sought out by junior learners, peers and other members of the health care team to resolve difficult or contentious issues in team-based care
	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides feedback to peers and learners		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record	Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record	Concisely reports diagnostic and therapeutic reasoning in the patient record	Communicates clearly, concisely, in a timely manner, and in an organized written form, including anticipatory guidance	Models feedback to improve others' written communication
Safeguards patient personal health information	Demonstrates accurate, timely, and appropriate use of documentation shortcuts	Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Produces written or verbal communication (e.g., patient notes, e-mail, professional correspondence with colleagues etc.) that serves as an example for others to follow	Guides departmental or institutional communication around policies and procedures
Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)	Documents required data in formats specified by institutional policy	Uses appropriate channels to offer clear and constructive suggestions to improve the system	Initiates difficult conversations with appropriate stakeholders to improve the system	Facilitates dialogue regarding systems issues among larger community stakeholders (e.g., institution, health care system, field)
	Respectfully communicates concerns about the system			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>