

# Family Medicine 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:** The resident demonstrates milestones expected of a resident who has had some education in family medicine.

**Level 2:** The resident is advancing and demonstrating additional milestones.

**Level 3:** The resident continues to advance and demonstrate additional milestones; the resident consistently demonstrates the majority of milestones targeted for residency.

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

**Level 5:** The resident has advanced beyond performance targets set for residency 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 residents will reach this level

## **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: Cares for Acutely Ill or Injured Patients in Urgent and Emergent Situations and in All Settings				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Gathers essential information about the patient (history, exam, diagnostic testing, psychosocial context)</p> <p>Generates differential diagnoses</p> <p>Recognizes role of clinical protocols and guidelines in acute situations</p>	<p>Consistently recognizes common situations that require urgent or emergent medical care</p> <p>Provide initial assessment and management of acute situations</p> <p>Generates appropriate differential diagnoses for any presenting complaint</p> <p>Develops appropriate diagnostic and therapeutic management plans for acute conditions</p>	<p>Consistently recognizes complex situations requiring urgent or emergent medical care</p> <p>Appropriately prioritizes the response to the acutely ill patient</p> <p>Demonstrates awareness of personal limitations regarding procedures, knowledge, and experience in the care of acutely ill patients</p>	<p>Coordinates care of acutely ill patient with hospital consultants, home and community services</p> <p>Arranges appropriate transitions of care</p> <p>Addresses the psychosocial implications of acute illness on patients and families</p>	<p>Provides and coordinates care for acutely ill patients beyond practicing site of care</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: Cares for Patients with Chronic Conditions				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes chronic conditions	Establishes a relationship with the patient as his or her personal physician providing continuity of care	Develops appropriate diagnostic and therapeutic management plans for less common chronic conditions	Personalizes the care of complex patients with multiple chronic conditions and co-morbidities to help meet the patients' goals of care	Leads care teams to consistently and appropriately manage patients with chronic conditions and co-morbidities
Accurately documents a clinical encounter on a patient with a chronic condition, and generates a problem list	Identifies and reviews relevant historical clinical information	Consistently applies appropriate clinical guidelines to the treatment plan of the patient with chronic conditions	Facilitates patients' and families' efforts at self-management of their chronic conditions, including use of community resources and services	Continually uses experience with patients and evidence-based medicine in population management of chronic condition patients
Recognizes that chronic conditions have a social impact on individual patients	Recognizes variability and natural progression of chronic conditions and adapts care accordingly	Engages the patient in the self-management of his or her chronic condition	Manages conflicting needs of patients with multiple discordant comorbidities	
	Develops a management plan that includes appropriate clinical guidelines	Clarifies the goals of care for the patient across the course of the chronic condition and for his or her family and community		
	Uses quality markers to evaluate the care of patients with chronic conditions	Begins to manage the conflicting needs of patients with multiple concordant chronic conditions or multiple co-morbidities		

		Knows routine process and outcome targets to achieve for patients with chronic conditions							
<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 3: Partners with the Patient, Family, and Community to Improve Health through Disease Prevention and Health Promotion				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Collects family, social, and behavioral history</p> <p>Demonstrates awareness of recommendations for health maintenance and screening guidelines developed by various organizations</p>	<p>Identifies the roles of behavior, social determinants of health, and genetics as factors in health promotion and disease prevention</p> <p>Incorporates disease prevention and health promotion into practice</p>	<p>Explains the basis of health promotion and disease prevention recommendations to patients with the goal of shared decision making</p> <p>Describes risks, benefits, costs, and alternatives related to health promotion and disease prevention activities</p> <p>Partners with the patient and family to overcome barriers to disease prevention and health promotion</p>	<p>Integrates disease prevention and health promotion seamlessly in the ongoing care of all patients</p> <p>Applies appropriate guidelines to patient care</p> <p>Mobilizes team members and links patients with community resources to achieve health promotion and disease prevention goals</p>	<p>Tracks and monitors disease prevention and health promotion for the practice population</p> <p>Integrates practice and community data to improve population health</p> <p>Partners with the community to improve population health</p> <p>Reconciles recommendations for health maintenance and screening guidelines developed by various organizations</p>
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Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 4: Partners with the Patient to Address Issues of Ongoing Signs, Symptoms, or Health Concerns that Remain over Time without Clear Diagnosis, Despite Evaluation and Treatment, in a Patient-Centered, Cost-Effective Manner				
Level 1	Level 2	Level 3	Level 4	Level 5
Acknowledges that patients with undifferentiated signs, symptoms, or health concerns are appropriate for the family physician and commits to addressing their concerns	<p>Develops a comprehensive differential diagnosis for patients with undifferentiated signs, symptoms, or health concerns, and prioritizes an appropriate evaluation and treatment plan</p> <p>Identifies the medical and social needs of patients with undifferentiated signs, symptoms, or health concerns</p> <p>Facilitates patients' understanding of their expected course of treatment and events that require physician attention</p>	<p>Educates and empowers patients of the possible red flags, and provides appropriate advice with regards to the next course of action for their care</p> <p>Accepts responsibility for continuity of care for patients with undifferentiated signs, symptoms, or health concerns</p> <p>Chooses and limits diagnostic testing and consultations that will change the management of undifferentiated signs, symptoms, or health concerns</p>	<p>Recognizes limits of one's own knowledge, referring to appropriate specialty to ensure rare/unknown conditions are not missed</p> <p>Develops treatment plans that include periodic assessment and that use appropriate community and family resources to minimize the effect of the undifferentiated signs, symptoms, and health concerns for the patient</p> <p>Establishes rapport with patients to the degree that patients confidently accept the assessment of an undiagnosed condition</p> <p>Utilizes multidisciplinary resources to assist patients with undifferentiated signs, symptoms, or health concerns in order to deliver health care more efficiently</p>	<p>Investigates emerging science and uses multidisciplinary teams to care for patients with undifferentiated signs, symptoms, or health concerns</p> <p>Contributes to the development of medical knowledge around undifferentiated signs, symptoms, and health concerns</p>
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Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 5: Performs Specialty-Appropriate Procedures to Meet the Health Care Needs of Individual Patients, Families, and Communities, and is Knowledgeable about Procedures Performed by other Specialists to Guide Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies procedures that family physicians perform	<p>Counsels the patient appropriately on indications, contraindications, benefits, and risks of procedure</p> <p>Performs procedures with guidance and knows the indications of, contraindications of, complications of, how to obtain informed consent for, procedural technique for, post-procedure management of, and interpretation of results of procedures performed</p> <p>Begins the process of identifying additional procedural skills he or she may need or desire to have for future practice</p>	<p>Performs some procedures with minimal guidance</p> <p>Identifies and actively seeks opportunities to assist with or independently perform additional procedures he or she will need for future practice</p>	<p>Independently performs all procedures required for graduation</p> <p>Counsels the patient regarding indications, contraindications, and complications of procedures commonly performed by other specialties</p> <p>Identifies a plan to acquire additional procedural skills as needed for future practice</p>	<p>Supervises and teaches others to perform procedures</p> <p>Able to perform office procedures usually performed by other specialties that are identified as areas of need within the community</p>
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Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Knowledge 1: Demonstrates Medical Knowledge of Sufficient Breadth and Depth to Practice Family Medicine				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates the capacity to improve medical knowledge through targeted study	Integrates basic science and clinical knowledge for common conditions	Demonstrates knowledge of pathophysiology, diagnostics, and therapeutics to diagnose and treat most common conditions	Demonstrates knowledge of pathophysiology, diagnostics, and therapeutics to diagnose and treat most common and many uncommon conditions	Educates peers on family medicine 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"/>



Systems-Based Practice 1: Patient Safety and Quality Improvement				
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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	Analyses 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
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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	Delivers care informed by patient specific payment model	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)  Describes basic elements needed to transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance)	Participates in advocacy activities for health policy to better align payment systems with high value care  Identifies resources and effectively plans for transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)
<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	Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based care	Locates and applies 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
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Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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) 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
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"/>
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>Identifies and describes potential triggers for professionalism lapses</p> <p>Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers</p> <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>Demonstrates insight into professional behavior in routine situations</p> <p>Takes responsibility for own professionalism lapses</p> <p>Analyzes straightforward situations using ethical principles</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 considers 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
<p>Recognizes status of personal and professional well-being, with assistance</p> <p>Recognizes limits in the knowledge/skills of self or team, with assistance</p>	<p>Independently recognizes status of personal and professional well-being</p> <p>Independently recognizes limits in the knowledge/skills of self or team</p> <p>Demonstrates appropriate help-seeking behaviors</p>	<p>With assistance, proposes a plan to optimize personal and professional well-being</p> <p>With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team</p>	<p>Independently develops a plan to optimize personal and professional well-being</p> <p>Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team</p>	<p>Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations</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 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 barriers)</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 members of the health care team, 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 members of the health care team  Solicits feedback on performance as a member of the health care team	Uses active listening to adapt communication style to fit team needs  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
<p>Accurately records information in the patient record</p> <p>Safeguards patient personal health information</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</p> <p>Documents required data in formats specified by institutional policy</p> <p>Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)</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>Respectfully communicates concerns about the system</p>	<p>Communicates clearly, concisely, in a timely manner, and in an organized written form, including anticipatory guidance</p> <p>Produces written or verbal communication (e.g., patient notes, e-mail, etc.) that serves as an example for others to follow</p> <p>Uses appropriate channels to offer clear and constructive suggestions to improve the system</p>	<p>Models feedback to improve others' written communication</p> <p>Guides departmental or institutional communication around policies and procedures</p> <p>Initiates difficult conversations with appropriate stakeholders to improve the system</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"/>