

Endocrinology, Diabetes, and Metabolism Milestones for Singapore



May 2017

The Endocrinology, Diabetes, and Metabolism Milestones for Singapore

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

Milestones Reporting

This document presents milestones designed for programs to use in semi-annual review of fellow 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 fellow 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 fellow'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 subspecialty. These levels do not correspond with time in the educational program. Dependent upon previous education and experience, fellows may enter a program at varying points in the Milestones.

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

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

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

Level 3: The fellow continues to advance and demonstrate additional milestones; the fellow demonstrates the majority of milestones targeted for fellowship in this sub-competency.

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

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

Additional Notes

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"/>				
<div style="border: 1px solid black; padding: 5px;"> Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated. </div>		<div style="border: 1px solid black; padding: 5px;"> 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). </div>		

Patient Care 1: Gathering and Synthesizing Essential and Accurate Information to Define Each Patient's Clinical Problem(s)				
Level 1	Level 2	Level 3	Level 4	Level 5
Inconsistently able to collect accurate historical data	Consistently acquires accurate and relevant histories	Acquires accurate histories in an efficient, prioritized, and hypothesis-driven fashion	Obtains relevant historical subtleties, including sensitive information that informs the differential diagnosis	Role models and teaches the effective use of history and physical examination skills to minimize the need for further diagnostic testing
Is able to perform physical exam, but misses some key physical exam findings	Consistently performs accurate and appropriately thorough physical exams	Performs accurate physical exams that are targeted to the patient's problems	Identifies subtle or unusual physical exam findings	
Relies exclusively on documentation of others to generate own database or differential diagnosis or is overly reliant on secondary data	Consistently recognizes patient's central clinical problem but develops limited differential diagnoses	Uses and synthesizes collected data to define a patient's central clinical problem(s) to generate a prioritized differential diagnosis and problem list	Efficiently utilizes all sources of secondary data to inform differential diagnosis	
Inconsistently recognizes patient's central clinical problems	Consistently recognize potentially life threatening problems		Effectively uses history and physical examination skills to minimize the need for further diagnostic testing	
Inconsistently recognizes potentially life threatening problems				
<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: Developing and Achieving Comprehensive Management Plan for Each Patient				
Level 1	Level 2	Level 3	Level 4	Level 5
Develops care plans that are inconsistently appropriate or accurate	Consistently develops an appropriate care plan but seeks additional guidance when needed	Consistently develops appropriate care plan	Appropriately modifies care plans based on a patient's clinical course, additional data, patient preferences, and cost-effectiveness principles	Role models and teaches complex and patient-centered care
Inconsistently reacts to situations that require urgent or emergency care	Consistently reacts to situations that require urgent or emergency care	Consistently recognizes situations requiring urgent or emergency care and arranges for an appropriate level of care	Recognizes disease presentations that deviate from common patterns and require complex decision-making, incorporating diagnostic uncertainty	Develops customized, prioritized care plans for the most complex patients, incorporating diagnostic uncertainty and cost-effectiveness principles
Inconsistently seeks additional guidance when needed		Appropriately manages straight-forward, common infectious disease cases Seeks additional guidance and/or consultation as appropriate	Manages complex acute and chronic conditions	
<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: Management of Patients with Progressive Responsibility and Independence				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct advance beyond the need for direct supervision in the delivery of patient care	Requires direct and indirect supervision to ensure patient safety and quality care	Requires indirect supervision to ensure patient safety and quality care	Independently manages patients who have a broad spectrum of clinical disorders, including undifferentiated syndromes, across applicable inpatient, outpatient, and ambulatory clinical settings	Effectively manages unusual, rare, or complex disorders in all appropriate clinical settings
Requires direct supervision to manage problems or common chronic diseases in all appropriate clinical settings	Requires direct and indirect supervision to manage problems or common chronic diseases in all appropriate clinical settings	Provides appropriate preventive care and chronic disease management in all appropriate clinical settings	Seeks additional guidance and/or consultation as appropriate	
Inconsistently provides preventive care in all appropriate clinical settings	Consistently provides preventive care in all appropriate clinical settings with guidance	Provides comprehensive care for single or multiple diagnoses appropriately in all clinical settings	Appropriately manages situations requiring urgent or emergency care	
Requires direct supervision to manage patients with straightforward diagnoses in all appropriate clinical settings	Requires direct and indirect supervision to manage patients with straightforward diagnoses in all appropriate clinical settings	Under supervision, provides appropriate care in the intensive care unit	Effectively supervises the management decisions of the team in all appropriate clinical settings	
	Manages complex inpatients or patients	Initiates management plans for urgent or emergency care		

	requiring intensive care with guidance								
<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 4: Skill in Performing and Interpreting Invasive Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Possesses insufficient technical skill for safe completion of common invasive procedures with appropriate supervision</p> <p>Is inattentive to patient safety and comfort when performing invasive procedures</p> <p>Applies the ethical principles of informed consent</p> <p>Recognizes the need to obtain informed consent for procedures, but ineffectively obtains it</p> <p>Understands and communicates ethical principles of informed consent</p>	<p>Possesses basic technical skill for safe completion of common invasive procedures with appropriate direct supervision</p> <p>Is attentive to patient safety and comfort when performing invasive procedures</p> <p>Recognizes the need to obtain informed consent for procedures, and effectively obtains it</p>	<p>Possesses sufficient technical skill for the completion and interpretation of some common invasive procedures with appropriate indirect supervision</p> <p>Consistently manages patient safety and comfort when performing invasive procedures</p> <p>Consistently recognizes appropriate patients, indications, and associated risks in the performance of invasive procedures</p> <p>Obtains and documents informed consent</p>	<p>Consistently demonstrates technical skill to successfully and safely perform and interpret invasive procedures</p> <p>Maximizes patient comfort and safety when performing invasive procedures</p> <p>Consistently recognizes appropriate patients, indications and associated risks in the performance of invasive procedures in all situations</p> <p>Effectively obtains and documents informed consent in challenging circumstances (e.g., language or cultural barriers)</p> <p>Quantifies evidence for risk-benefit analysis during obtainment of informed consent for complex procedures or therapies</p>	<p>Demonstrates skill to independently perform and interpret complex invasive procedures that are anticipated for future practice</p> <p>Demonstrates expertise to teach and supervise others in the performance of invasive procedures</p> <p>Designs consent instrument for a human subject research study; files an Institution Review Board (IRB) application</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 5: Skill in Performing and Interpreting Non-Invasive Procedures and/or Testing				
Level 1	Level 2	Level 3	Level 4	Level 5
Inconsistently recognizes patients for whom non-invasive procedures and/or testing is not warranted or is unsafe	Possesses sufficient skill to safely perform and interpret non-invasive procedures and/or testing with appropriate direct supervision	Consistently recognizes appropriate patients, indications, and associated risks in the utilization of non-invasive procedures and/or testing with indirect supervision	Consistently recognizes appropriate patients, indications, limitations, and associated risks in utilization of non-invasive procedures and/or testing independently	Demonstrates skill to independently perform and interpret complex non-invasive procedures that are anticipated for future practice
Attempts to perform or interpret non-invasive procedures and/or testing without sufficient skill or supervision	Is attentive to patient safety and comfort when performing non-invasive procedures and/or testing procedures	Consistently integrates procedures and/or testing results with clinical features in the evaluation and management of patients with indirect supervision	Independently integrates procedures and/or testing results with clinical findings in the evaluation and management of patients	Demonstrates expertise to teach and supervise others in the performance of non-invasive procedures
Inconsistently recognizes the need to discuss procedure indications, processes, or potential risks with patients	Applies the ethical principles of informed consent	Can safely perform and interpret selected non-invasive procedures and/or testing procedures with minimal supervision	Recognizes procedures and/or testing results that indicate high-risk state or adverse prognosis	Designs consent instrument for a human subject research study; files an Institution Review Board (IRB) application
Inconsistently engages the patient in the informed consent process and/or does not effectively describe risks and benefits of procedures	Recognizes need to obtain informed consent for procedures and effectively obtains it	Consistently recognizes high-risk findings and artifacts/normal variants	Recognizes artifacts and normal variants in all situations	
	Understands and communicates ethical principles of informed consent	Consistently obtains and documents informed consent	Consistently performs and interprets non-invasive procedures and/or testing in a safe and effective manner	

			Effectively obtains and documents informed consent in challenging circumstances (e.g., language or cultural barriers)	
			Quantifies evidence for risk-benefit analysis during obtainment of informed consent for complex procedures and/or tests	
<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 6: Consultative Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Inconsistently manages patients as a consultant to other physicians/health care teams	Consistently manages patients as a consultant to other physicians/health care teams	Provides consultation services for patients with clinical problems requiring basic risk assessment	Provides consultation services for patients with basic and complex clinical problems requiring detailed risk assessment	Provides consultation services for patients with very complex clinical problems requiring extensive risk assessment
Inconsistently applies risk assessment principles to patients while acting as a consultant	Consistently applies risk assessment principles to patients while acting as a consultant	Asks meaningful clinical questions that guide the input of consultants	Appropriately integrates recommendations from other consultants in order to effectively manage patient care	Models management of discordant recommendations from multiple consultants
Inconsistently formulates a clinical question for a consultant to address	Consistently formulates a clinical question for a consultant to address			
<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: Clinical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Possesses basic scientific, socioeconomic, or behavioral knowledge required to provide patient care	Possesses sufficient scientific, socioeconomic, and behavioral knowledge required to provide care for common medical conditions and basic preventive care	Possesses advanced the scientific, socioeconomic, and behavioral knowledge required to provide care for common medical conditions and basic preventive care	Possesses the scientific, socioeconomic, and behavioral knowledge required to provide care for complex medical conditions and comprehensive preventive care	Possesses the scientific, socioeconomic, and behavioral knowledge required to successfully diagnose and treat medically uncommon, ambiguous, and complex conditions
<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 2: Knowledge of Diagnostic Testing and Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Possesses foundational knowledge to apply diagnostic testing and procedures to patient care	<p>Inconsistently interprets basic diagnostic tests accurately</p> <p>Does not understand the concepts of pre-test probability and test performance characteristics</p> <p>Minimally understands the rationale and risks associated with common procedures</p>	<p>Consistently interprets basic diagnostic tests accurately</p> <p>Needs assistance to understand the concepts of pre-test probability and test performance characteristics</p> <p>Fully understands the rationale and risks associated with common procedures</p>	<p>Interprets complex diagnostic tests accurately while accounting for limitations and biases</p> <p>Knows the indications for and limitations of diagnostic testing and procedures</p> <p>Understands the concepts of pre-test probability and test performance characteristics</p> <p>Teaches the rationale and risks associated with common procedures and anticipates potential complications of procedures</p>	<p>Anticipates and accounts for subtle nuances of interpreting diagnostic tests and procedures</p> <p>Pursues knowledge of new and emerging diagnostic tests and procedures</p>
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Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Knowledge 3: Scholarship				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Foundation Is aware of scientific inquiry</p>	<p>Is interested in scholarly activity, but does not initiate or follow through</p>	<p>Identifies areas worthy of scholarly investigation and formulates a plan under supervision of a mentor</p>	<p>Formulates ideas worthy of scholarly investigation</p>	<p>Independently formulates novel and important ideas worthy of scholarly investigation</p>
<p>Investigation Is aware of scholarly investigation in the specialty</p>	<p>Performs a literature search using relevant scholarly sources to identify pertinent articles</p>	<p>Critically reads scientific literature and identifies major methodological flaws and inconsistencies within or between publications</p>	<p>Collaborates with other investigators to design and complete a project related to clinical practice, quality improvement, patient safety, education, or research</p>	<p>Leads a scholarly project advancing clinical practice, quality improvement, patient safety, education, or research</p>
<p>Analysis Attempts to engage in critical thinking regarding clinical practice, quality improvement, patient safety, education, or research</p>	<p>Is aware of basic statistical concepts, but has incomplete understanding of their application; inconsistently identifies methodological flaws</p>	<p>Understands and is able to apply basic statistical concepts, and can identify potential analytic methods for data or problem assessment</p>	<p>Critiques specialized scientific literature effectively</p>	<p>Obtains independent research funding</p>
	<p>Communicates rudimentary details of scientific work, including his or her own scholarly work; needs to improve ability to present in small groups</p>	<p>Effectively presents at journal club, quality improvement meetings, clinical conferences, and/or is able to effectively describe and discuss his or her own scholarly work or research</p>	<p>Dissects a problem into its many component parts and identifies strategies for solving</p>	<p>Critiques specialized scientific literature at a level consistent with participation in peer review</p>
			<p>Uses analytical methods of the field effectively</p>	<p>Employs optimal statistical techniques</p>

			<p>Presents scholarly activity at local or regional meetings, and/or submits an abstract summarizing scholarly work to regional/state/ national meetings, and/or publishes non-peer-reviewed manuscript(s) (reviews, book chapters)</p>	<p>Teaches analytic methods in chosen field to peers and others</p> <p>Effectively presents scholarly work at national and international meetings</p> <p>Publishes peer-reviewed manuscript(s) containing scholarly work (clinical practice, quality improvement, patient safety, education, or research)</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"/>	
<p>Comments:</p>							<p>Not Yet Achieved Level 1 <input type="checkbox"/></p>		

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 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	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
<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	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)	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)	Describes basic elements needed to transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance)	
<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
<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				
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"/>

Not Yet Achieved Level 1

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	Demonstrates insight into professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Coaches others when their behavior fails to meet professional expectations
Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers	Takes responsibility for own professionalism lapses	Analyzes complex situations using ethical principles	Recognizes and utilizes appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics	Analyzes straightforward situations using ethical principles	Recognizes need to seek help in managing and resolving complex ethical situations		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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"/>

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 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
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, 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 Respectfully communicates concerns about the system	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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>