

# Medical Oncology

## Milestones for Singapore



May 2017

## The Medical Oncology 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"/>

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: Gathering and Synthesizing Patient- and Disease-Specific Information Necessary to Diagnose and Manage the Presenting Oncologic Disorder				
Level 1	Level 2	Level 3	Level 4	Level 5
Gathers basic information relevant to the care of the patient and oncologic disorder	Gathers and synthesizes critical information relevant to the care of patients with common oncologic disorders, with supervision some of the time	Consistently gathers and synthesizes critical information relevant to the care of patients with common oncologic disorders	Consistently gathers and synthesizes critical and subtle information relevant to the care of patients with both common and complex oncologic disorders	Role models the gathering and synthesis of critical and subtle information relevant to the care of patients with common and complex oncologic disorders
Synthesizes relevant information gathered, with supervision				
<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: Ability to Diagnose, Assign Accurate Stage, and Appreciate Prognosis of Adult Oncologic Disorders and Presentations				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates a basic understanding of common diagnostic and staging tools used in oncologic disorders</p> <p>Orders appropriate diagnostic studies to evaluate common oncologic disorders, with supervision</p>	<p>Demonstrates a good understanding of common diagnostic and staging tools</p> <p>Orders appropriate diagnostic studies to evaluate common oncologic disorders</p> <p>Accurately assigns stage for common oncologic disorders, with supervision</p> <p>Demonstrates a basic understanding of patient- and disease-related prognostic factors</p>	<p>Orders appropriate diagnostic studies and accurately assigns stage for common oncologic disorders</p> <p>Demonstrates a good understanding of patient- and disease-related prognostic factors</p>	<p>Orders appropriate diagnostic studies and accurately assigns stage for both common and complex oncologic disorders</p> <p>Uses the knowledge of key prognostic factors unique to the patient and oncologic disorder to guide treatment</p>	<p>Demonstrates in-depth knowledge of diagnostic studies and staging guidelines, and role models and teaches the use of appropriate diagnostic studies and assessments in the assignment of stage and prognostication of both common and complex oncological disorders and presentations to guide treatment</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: Formulating the Overall Management Plan for Oncology Disorders, Including Urgent/Emergent Conditions				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Formulates preliminary management plans for common oncologic disorders and presentations (emergent and non-emergent)</p> <p>Builds on the preliminary management plans with supervision most of the time</p>	<p>Formulates appropriate and detailed management plans for common oncologic disorders and presentations (emergent and non-emergent), with supervision required some of the time</p>	<p>Formulates appropriate and detailed management plans for common oncologic disorders and presentations (emergent and non-emergent) without supervision</p>	<p>Independently formulates appropriate and detailed management plans for both common and complex oncologic disorders and presentations (emergent and non-emergent) that are unique to individual patients' health care needs</p>	<p>Role models and teaches the formulation of patient-centered comprehensive management plans for common and complex oncologic disorders and presentations (emergent and non-emergent)</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 4: Ability to Analyze Response to Treatment and Adjust Therapy for Oncology Disorders Over Time Using Standard Measurement Scales and Guidelines				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates a basic understanding of standard measurement scales and consensus guidelines, and their application in oncology practice	Demonstrates an adequate understanding of standard measurement scales and consensus guidelines and their application in oncology practice  Applies the use of these scales and guidelines in clinical practice with supervision most of the time	Demonstrates a good understanding of standard measurement scales and consensus guidelines and their application in oncology practice  Applies the use of these scales and guidelines in clinical practice with supervision some of the time	Independently applies the knowledge of consensus guidelines and standard measurement scales to clinical practice and modifies therapy accordingly across the continuum of care of patients with oncologic disorders	Demonstrates in-depth knowledge of standard measurements scales and consensus guidelines used in oncologic disorders  Role models and teaches the application of standard measurement scales and consensus guidelines to modify therapy accordingly across the continuum of care of patients with oncologic disorders
<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: Anticipate, Recognize, and Effectively Manage Toxicities of Systemic Therapies				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates a basic understanding of toxicities of commonly used systemic therapies	Demonstrates an adequate understanding of toxicities of commonly used systemic therapies  Recognizes and effectively manages toxicities of commonly used systemic therapies with supervision	Demonstrates a good understanding of toxicities of commonly used systemic therapies  Recognizes and effectively manages toxicities of commonly used systemic therapies, without supervision	Anticipates, recognizes, and effectively manages common, uncommon, and complex toxicities in patients receiving systemic therapies	Demonstrates in-depth knowledge of common, uncommon, and complex toxicities  Role models and teaches the anticipation, recognition, and effective management of toxicities in patients receiving systemic therapies
<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: Identify and Effectively Manage Symptom-Related Issues Associated with Oncologic Disorders and Facilitate Appropriate Palliative and Transitional Care Services				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes symptom-related issues in an oncology patient and the need for effective management	Recognizes and institutes basic management strategies for symptom-related issues  Identifies the need to involve palliative care, hospice, or rehabilitation medicine in the care of patients	Recognizes and institutes comprehensive management strategies for symptom-related issues and facilitates palliative care, hospice, and/or rehabilitation medicine services in the care of patients without complex cultural or psychosocial circumstances	Recognizes and institutes comprehensive management strategies for symptom-related issues and facilitates palliative care, hospice, and/or rehabilitation medicine services in the care of patients with complex cultural and psychosocial circumstances	Demonstrates in-depth knowledge and role models the recognition and effective management of common and complex symptom-related issues  Leads and facilitates palliative, hospice, and/or rehabilitative medicine services in the care of patients with complex cultural and psychosocial 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 7: Knowledge and Ability to Effectively Apply Evidence-based Cancer Prevention Strategies and Survivorship Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates a basic understanding and knowledge of cancer prevention and survivorship care principles	Demonstrates a good understanding and knowledge of cancer prevention and survivorship care principles  Applies basic cancer prevention and survivorship care strategies	Applies evidence-based but generalized cancer prevention and survivorship strategies in patient care	Applies and tailors evidence-based cancer prevention and survivorship strategies according to individual patient needs and health care circumstances	Demonstrates in-depth knowledge on cancer prevention and survivorship strategies  Role models and teaches evidence-based cancer prevention and multidisciplinary survivorship strategies unique to individual patient needs and health care 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 8: Manages Patients with Progressive Responsibility and Independence				
Level 1	Level 2	Level 3	Level 4	Level 5
Delivers emergent and non-emergent general and oncologic medical with direct supervision across inpatient, outpatient, and ambulatory clinical settings	Delivers emergent and non-emergent general medical care with indirect supervision across inpatient, outpatient, and ambulatory clinical settings  Delivers emergent and non-emergent oncology-specific care with direct supervision across inpatient, outpatient, and ambulatory clinical settings	Delivers emergent and non-emergent general and oncology-specific care with indirect supervision across inpatient, outpatient, and ambulatory clinical settings	Independently manages, supervises, and collaborates as necessary with other specialties to deliver emergent and non-emergent general and oncology-specific care across inpatient, outpatient, and ambulatory clinical settings	Role models and teaches the delivery of independent and collaborative emergent and non-emergent general and oncology-specific care across inpatient, outpatient, and ambulatory clinical settings
<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 9: Competent Performance of Invasive Procedures Required for Diagnosis, Treatment, and Management of Patients with Oncology Disorders**

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates theoretical knowledge of the invasive procedure to be performed, and exhibits understanding of indications and contraindications of the procedure	Obtains informed consent for planned invasive procedures  Performs intrathecal chemotherapy administration and bone marrow aspirate and biopsies with assistance and direct supervision	Obtains informed consent for planned invasive procedures  Safely and effectively administers intrathecal chemotherapy, and performs lumbar puncture and bone marrow aspirates and biopsies on most patients without assistance, but with direct supervision	Safely and effectively administers intrathecal chemotherapy, and performs bone marrow aspirates and biopsies independently	Role models and teaches how to obtain informed consent, administer intrathecal chemotherapy, and perform bone marrow aspirates and biopsies

Comments: Not Yet Achieved Level 1

**Patient Care 10: Competence in the Safe and Accurate Ordering of Systemic Therapies, Including the Appropriate Use of Supportive Care Treatments**

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and orders the planned systemic therapy, with direct supervision	<p>Obtains and accurately documents informed consent for systemic therapy, with supervision</p> <p>Identifies and accurately orders the planned systemic therapy</p> <p>Demonstrates a basic understanding in the use of supportive care treatments to minimize toxicities from systemic therapies</p>	<p>Obtains and accurately documents informed consent for systemic therapies</p> <p>Identifies and accurately orders the planned systemic therapy, without supervision</p> <p>Demonstrates a good understanding of the use of supportive care treatments to minimize toxicities from systemic therapies</p> <p>Orders appropriate supportive care treatments for the planned systemic therapy (if any), with supervision</p>	Independently identifies and accurately orders the planned systemic therapy, including the evidence-based and individualized use of supportive care treatments	<p>Role models and teaches how to obtain and accurately document informed consent for systemic therapies</p> <p>Role models and teaches the identification and accurate ordering of planned systemic therapies, including the evidence-based and individualized use of supportive care treatments</p>

                                  

Comments: Not Yet Achieved Level 1

Medical Knowledge 1: Knowledge of Solid Tumor Oncology and Lymphoma				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge in diagnosis and management of common cancers, such as breast, colorectal, and lung cancer	Demonstrates knowledge of diagnostic algorithm for common cancers	Consistently demonstrates a broad fund of knowledge of most, but not all major groups of solid tumors in the field	Consistently demonstrates a broad fund of knowledge of solid tumor oncology, lymphoma, and rare cancers with regards to diagnosis, staging, epidemiology, risk factors, molecular genetics, treatment, and survivorship	Role models and teaches others the fundamental concepts of solid tumor oncology
Demonstrates knowledge of basic epidemiology and risk factors for common cancers	<p>Recommends staging investigations and biomarkers testing to guide management with supervision</p> <p>Demonstrates knowledge of different treatment strategies, such as chemotherapy, targeted therapy, endocrine therapy, and immunotherapy</p>	<p>Refines treatment recommendations based on tumor subtypes and driver mutations</p> <p>Explains the benefits and common toxicities of systemic therapy for common cancers</p>	<p>Identifies and critically evaluates and integrates new standard of treatment into daily patient care</p> <p>Identifies treatment options in patients in a refractory setting, including options for clinical trial enrollment</p> <p>Identifies and manages potential treatment interactions and treatment related toxicities</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"/>



Medical Knowledge 2: Knowledge of and Indications for Genetic, Genomic, Molecular, and Laboratory Tests Related to Oncologic Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of the importance of molecular testing in common cancers</p> <p>Knows the indication for specific molecular tests</p>	<p>Knows the various molecular testing platforms available and the sample requirements for each test</p> <p>Knows the workflow in getting samples tested</p>	<p>Performs the required molecular testing, with occasional supervision</p> <p>Uses and interprets molecular and cytogenetic tests to aid clinical decision making, with supervision</p>	<p>Independently performs the required the molecular testing</p> <p>Independently uses and interprets molecular and cytogenetic tests to aid clinical decision making</p> <p>Consistently demonstrates knowledge about the molecular pathways, appropriate cytogenetic or molecular tests, and clinical genetic syndromes, including the diagnosis and management of inherited or acquired common, rare, and complex disorders</p> <p>Considers cost effectiveness of molecular testing in the management of patients</p>	<p>Makes nuanced decisions based on molecular test results individualized to the patient to optimize clinical decision making</p> <p>Role models and teaches others the complexities of the molecular pathways and their modifications in clinical disorders and the appropriateness of genetic testing</p> <p>Actively seeks out new developments in molecular testing in cancer</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"/>

Medical Knowledge 3: Scholarship within Oncology				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs limited reading of a few pivotal papers and basic oncology chapters</p> <p>Attends educational activities</p>	<p>Performs a literature search to identify relevant resources to address specific clinical questions</p> <p>Demonstrates awareness of basic statistical concepts, but has incomplete understanding of their application; inconsistently identifies methodological flaws</p>	<p>Participates in research project under supervision of a mentor</p> <p>Critically reads scientific literature and identifies major methodological flaws and inconsistencies within or between publications</p> <p>Effectively presents at journal club, quality improvement meetings, clinical conferences, and/or can effectively describe and discuss his or her own scholarly work or research</p>	<p>Formulates ideas worthy of scholarly investigation</p> <p>Dissects a problem into its many component parts and identifies strategies for solving</p> <p>Presents scholarly activity at local meetings, and/or submits an abstract summarizing scholarly work to regional/state/national meetings</p>	<p>Leads a scholarly project advancing clinical practice, quality improvement, patient safety, education, or research.</p> <p>Obtains independent research funding.</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"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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	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 the 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"/>

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:				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"/>

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"/>