

Ophthalmology 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 ophthalmology.

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

Level 3: The resident continues to advance and is demonstrating 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"/>				
<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: Patient Interview				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains and documents basic history for ophthalmic complaint	Acquires accurate and relevant problem-focused history for common ocular complaints Obtains and integrates outside medical records	Obtains relevant historical subtleties that inform and prioritize both differential diagnoses and diagnostic plans, including sensitive, complicated, and detailed information that may not often be volunteered by the patient	Demonstrates, for junior members of the health care team, role model interview techniques to obtain subtle and reliable information from the patient, particularly for sensitive aspects of ocular conditions	Incorporates new information from literature to tailor interview questions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Assessment Tools: 360-degree global evaluation, the Ophthalmic Clinical Evaluation Exercise (OCEx), chart-stimulated recall, objective structured clinical examination (OSCE)

Patient Care 2: Patient Examination				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes components of complete ophthalmic examination</p> <p>Performs the basic parts of a screening or bedside eye examination without special equipment</p>	<p>Performs and documents a complete ophthalmic examination targeted to a patient's ocular complaints and medical condition</p> <p>Distinguishes between normal and abnormal findings</p>	<p>Performs problem-focused exam and documents pertinent positive and negative findings</p> <p>Consistently identifies common abnormalities; may identify subtle findings</p>	<p>Identifies subtle or uncommon findings of common disorders and typical or common findings of rarer disorders</p>	<p>Incorporates into clinical practice new literature about exam techniques</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"/>

Assessment Tools: 360-degree global evaluation, OCEX, chart-stimulated recall, OSCE, simulation

Patient Care 3: Office Diagnostic Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes role of office diagnostic procedures in diagnosis of ophthalmic disease	Selects and/or performs appropriate routine diagnostic tests and imaging procedures based on a patient's ocular complaints and medical condition	Interprets routine findings; recognizes indications for advanced diagnostic tests and imaging procedures	Interprets unusual findings, identifies artifacts; employs routine and advanced diagnostic tests and imaging procedures according to evidence-based medicine	Performs and interprets findings at subspecialty 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"/>

Assessment Tools: 360-degree global evaluation, OCEX, chart-stimulated recall, simulation, oral/written examination, portfolio

Patient Care 4: Disease Diagnosis				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes basic clinical features of common ophthalmic disorders, (e.g., red eye, glaucoma, cataract, diabetic retinopathy)	Recalls and presents clinical facts of the history and basic eye exam without higher level of synthesis, and generates at least one item of the differential diagnosis for common ophthalmologic disorders	Abstracts and reorganizes elicited clinical findings Prioritizes potential causes of patient complaint; compares and contrasts diagnoses under consideration Prioritizes potential causes of patient complaint; compares and contrasts diagnoses under consideration Generates more focused differential diagnosis and organized final assessment	Organizes clinical facts in a hierarchical level of importance; identifies discriminating features between similar patients Generates focused differential and evaluation strategy to finalize diagnosis Verifies diagnostic assessments of junior members of health care team	Incorporates most current literature findings in formulation of differential diagnoses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Assessment Tools: 360-degree global evaluation, OCEX, chart-stimulated recall, OSCE, oral/written examination, portfolio

Patient Care 5: Non-Surgical Therapy				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes basic concepts of ophthalmic pharmacotherapy (e.g., most common topical diagnostic and therapeutic agents)	Describes categories of medications (e.g., lubricant, antibiotic, anti-inflammatory, anesthetic); describes basic pharmacology of drug therapy and broad indications/contraindications for medical therapy of common ophthalmic conditions; describes routes of drug administration (e.g., topical, oral, periocular, intravenous) and dosing regimens	<p>Initiates therapy with medication for common ophthalmic diseases; monitors for adverse drug reactions and interactions</p> <p>Describes indications for oral and intravenous therapy; recognizes possible racial, gender, and genomic differences in outcomes of medical therapy</p> <p>Demonstrates ability to use electronic prescribing; demonstrates competence in periocular injections</p>	<p>Manages and individualizes medical therapy for more complex ophthalmic conditions</p> <p>Recognizes indications for alternative therapies, including surgical intervention; integrates environmental/behavioral factors</p> <p>Manages complications</p> <p>Considers non-medical factors, such as cost, convenience, and ability to receive medication</p> <p>Demonstrates competence in intravitreal injections</p>	Adopts new therapies based on continuing medical education (CME) and literature review; identifies gaps in care and process for improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Assessment Tools: 360-degree global evaluation, OCEX, chart-stimulated recall, OSCE, oral/written examination, portfolio

Patient Care 6: Non-Operating Room (OR)				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes essential components of care related to non-OR surgery (e.g., informed consent, indications and contraindications for surgery, pertinent anatomy, anesthetic and operative technique, potential intra- and post-operative complications)	For each procedure: 1. Lists indications and describes relevant anatomy and pathophysiology of disorder 2. Identifies findings that are indicators for the procedure and potential post-operative complications 3. Describes anesthetic and surgical technique, mechanism of effect, and specific instruments required 4. Performs directed pre-operative assessment; administers anesthesia and performs procedure with direct supervision; provides appropriate post-operative care	Administers anesthesia and performs procedure with indirect supervision Recognizes intra- and post-operative complications	Administers anesthesia and performs procedure with oversight supervision Manages intra- and post-operative complications	Reviews individual outcome and process measures, and participates in practice improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Assessment Tools: 360-degree global evaluation, chart-stimulated recall, oral/written examination, portfolio, case logs

Patient Care 7: OR Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes essential components of care related to OR surgery (e.g., informed consent, indications and contraindications for surgery, pertinent anatomy, anesthetic and operative technique, potential intra- and post-operative complications)	<p>For each specified procedure:</p> <ol style="list-style-type: none"> Lists indications for procedure selection; describes relevant anatomy and instrumentation for procedures, including calibration and operation of the microscope; describes necessary post-operative care Identifies common intra- and post-operative complications, and performs post-operative care managing common complications Prepares and drapes for extra-ocular and intra-ocular procedures Describes methods for regional and general anesthesia Performs portions of selected Level 2 procedures 	<p>Obtains informed consent and performs specified Level 3 procedures</p> <p>Identifies and manages less common intra- and post-operative complications</p>	<p>Obtains informed consent and performs specified Level 4 procedures</p> <p>Identifies and manages uncommon intra- and post-operative complications</p>	Reviews individual outcome and process measures, and participates in practice improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Assessment Tools: 360-degree global evaluation, OCEX, chart-stimulated recall, oral/written examination, portfolio, case logs, OR Surgical Skills assessment

Patient Care 8: Consultation				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the role of ophthalmology consultation in systemic disease	Provides specific, responsive ophthalmologic consultation to other medical specialties	Recognizes ophthalmic emergencies and immediate, necessary interventions	Identifies consultations requiring surgical intervention, including procedural options and timing	Participates in ophthalmic subspecialty consultation when indicated
	Recognizes urgent versus non-urgent ophthalmic consultation	Provides appropriate differential diagnosis and initiates non-surgical treatment plan	Interprets ancillary tests, and formulates and initiates treatment plan independently	
	Examines inpatient at bedside, including visual acuity and field, portable slit lamp exam (+ fluorescein stain), intraocular pressure (IOP) measurement, ophthalmoscopy	Orders ancillary testing; requests ophthalmic subspecialty involvement when indicated	Coordinates treatment plan with multiple specialties	
	Communicates findings (written and oral) to consulting service	Maintains continuing communication with other involved medical specialists		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Assessment Tools: 360-degree global evaluation, OCEX, chart-stimulated recall, OSCE, oral/written examination, portfolio

Medical Knowledge 1: Demonstrate Level-Appropriate Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Articulates knowledge of pathophysiology, clinical findings, and therapy for ophthalmic conditions routinely managed by non-ophthalmologists	Demonstrates basic knowledge of pathophysiology, clinical findings, and therapy for common ophthalmic conditions routinely managed by ophthalmologists	Demonstrates advanced knowledge of pathophysiology, clinical findings, and therapy for commonly encountered ophthalmic conditions and demonstrates basic knowledge of pathophysiology, clinical findings, and therapy for less commonly encountered conditions	Demonstrates advanced knowledge of pathophysiology, clinical findings, and therapy for less commonly encountered ophthalmic conditions	Educates junior residents and medical students and contributes to the body of knowledge for pathophysiology, clinical findings, and therapy for ophthalmic 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"/>

Assessment Tools: Ophthalmology Knowledge Assessment Program (OKAP) Exams, department written exam, didactic multiple choice questions (MCQs)

Medical Knowledge 2: Demonstrate Level-Appropriate Knowledge Applied to Patient Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates level-appropriate knowledge for patient management on ophthalmology rotation	Demonstrates level-appropriate knowledge for patient management on R1 rotations	Demonstrates level-appropriate knowledge for patient management on R2-3 rotations	Demonstrates level-appropriate knowledge for patient management on R4-5 rotations	Demonstrates post-residency-level knowledge for patient management.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Assessment Tools: Post-rotation written/oral exams, department written exam, didactic MCQs

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 handoffs	Performs safe and effective transitions of care/handoffs in routine clinical situations	Performs safe and effective transitions of care/handoffs in complex clinical situations	Role models and advocates for safe and effective transitions of care/handoffs 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
<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
<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 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"/>