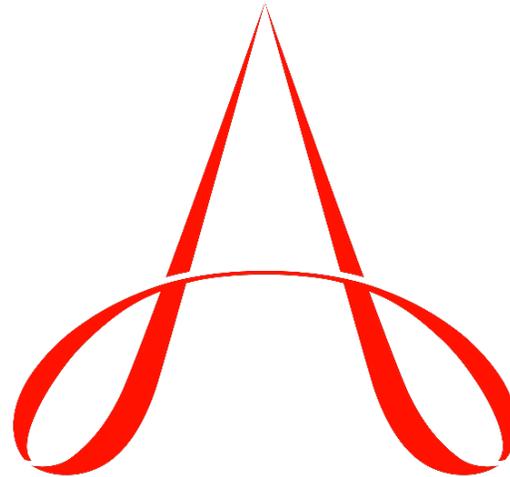# Neurodevelopmental Disabilities Milestones

The Accreditation Council for Graduate Medical Education

ACGME

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Second Revision: May 2021
First Revision: January 2014

Neurodevelopmental Disabilities Milestones

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

Neurodevelopmental Disabilities Milestones

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American Board of Psychiatry and Neurology

Program Directors Group for Neurodevelopmental Disabilities

ACGME Review Committee for Neurology

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for fellow performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in his/her educational program just as a senior fellow may be at a lower level later in his/her educational program. There is no predetermined timing for a fellow to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

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

Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Examples are provided for some milestones within this document. Please note: the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On www.acgme.org, choose the applicable specialty under the "Specialties" menu, then select the "Milestones" link in the lower navigation bar.

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

Patient Care 1: Neurologic and Developmental History

Level 1	Level 2	Level 3	Level 4	Level 5
Obtains, communicates, and documents an appropriate history and begins to document perinatal, developmental, and family components	Obtains, communicates, and documents a relevant history including perinatal, developmental, and family components, eliciting patient and family contribution based on cognitive level and cultural norms	Obtains, communicates, and documents a well-organized history that incorporates supplemental data from external sources	Reconciles information from conflicting sources or that are difficult to access into the history, and uses the history to develop a differential diagnosis that serves as a foundation for an etiological evaluation	Teaches the fine points of history-taking to other learners

Comments:

Not Yet Completed Level 1
Not Yet Assessable

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: Neurologic and Developmental History				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains, communicates, and documents an appropriate history and begins to document perinatal, developmental, and family components	Obtains, communicates, and documents a relevant history, including perinatal, developmental, and family components, eliciting patient's and patient's family's contributions based on cognitive level and cultural norms	Obtains, communicates, and documents a well-organized history that incorporates supplemental data from external sources	Reconciles information from conflicting sources or sources that are difficult to access into the history, and uses the history to develop a differential diagnosis that serves as a foundation for an etiological evaluation	Teaches the fine points of history-taking to other learners

Comments:

Not Yet Completed Level 1
Not Yet Assessable

Patient Care 2: Neurodevelopmental Examination

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies components of and performs a complete neurodevelopmental examination (neurological and developmental components)	Performs, communicates, and documents an accurate neurodevelopmental examination on patients across the lifespan	Performs, communicates, and documents a comprehensive and relevant neurodevelopmental examination, incorporating some additional pertinent maneuvers on patients ranging across the lifespan	Consistently demonstrates mastery in performing, communicating, and documenting a neurodevelopmental examination on patients ranging across the lifespan to inform diagnostic and treatment recommendations	Teaches other learners of varying experience and disciplines about techniques of the neurodevelopmental examination and implications of findings across a broad range of disorders

Comments:

Not Yet Completed Level 1

Not Yet Assessable

2

Patient Care 3: Neurodevelopmental Disabilities				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient may have a neurodevelopmental disability	Identifies neurodevelopmental disabilities' phenomenology and diagnoses	Diagnoses common neurodevelopmental disabilities and coexisting disorders	Distinguishes uncommon neurodevelopmental disabilities from alternative conditions that may have a similar presentation	Identifies previously undescribed neurodevelopmental disability disorders or engages in scholarly activity (e.g., teaching, research) in neurodevelopmental disabilities
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Patient Care 4: Behavioral and Psychiatric Disorders

Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient with a neurodevelopmental disorder has a behavioral or psychiatric disorder	Identifies common behavioral or psychiatric disorders in patients with neurodevelopmental disorders	Diagnoses common behavioral or psychiatric disorders in patients with neurodevelopmental disorders	Diagnoses uncommon cognitive and behavioral disorders in patients with neurodevelopmental disorders	Engages in scholarly activity (e.g., teaching, research) in cognitive, behavioral, or psychiatric disorders
Lists various treatment approaches to behavioral or psychiatric disorders in patients with neurodevelopmental disorders	Identifies major side effects of psychiatric and neurotropic medications in patients with neurodevelopmental disorders	Manages patients with common psychiatric disorders in patients with neurodevelopmental disorders	Manages complex combinations of medications with central nervous system effects in patients with neurodevelopmental disorders	Demonstrates sophisticated knowledge of advanced diagnostic testing related to behavioral or psychiatric disorders in patients with neurodevelopmental disorders

Comments:

Not Yet Completed Level 1 ☐

Not Yet Assessable ☐

Patient Care 5: Critical Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes critical illnesses and emergencies that affect the nervous system	Diagnoses critical illnesses and emergencies that affect the nervous system	With direct supervision, manages critical illnesses and emergencies that affect the nervous system	With indirect supervision, diagnoses and manages critical illnesses and emergencies that affect the nervous system	Teaches and supervises others in the management of critical illnesses and emergencies that affect the nervous system, and is an integral part of the interdisciplinary team

Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Patient Care 6: Diagnosis and Management in the Inpatient Setting				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies typical presentations of common neurodevelopmental conditions (neurological and developmental components)	Diagnoses common neurodevelopmental conditions	Identifies atypical presentations of common neurodevelopmental conditions and typical presentations of uncommon neurodevelopmental conditions	Diagnoses uncommon neurodevelopmental conditions	Teaches inpatient management of neurodevelopmental conditions to other learners
Develops an initial plan to diagnose common neurodevelopmental disorders (neurological and developmental components)	Manages common neurodevelopmental disorders, considering risks and benefits of treatment	Individualizes management, ensuring the appropriate level of care throughout hospitalization and upon discharge	Reviews and evaluates the literature to manage treatment responses, disease progression, and complications of therapy	Conducts scholarly reviews, original research or participates in the development of clinical guidelines

Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Patient Care 7: Diagnosis and Management in the Outpatient Setting				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies typical presentations of common neurodevelopmental conditions	Diagnoses common neurodevelopmental conditions	Recognizes atypical variants of common neurodevelopmental conditions and typical presentations of uncommon neurodevelopmental conditions	Diagnoses uncommon neurodevelopmental conditions	Teaches other learners about the presentation, evaluation, diagnosis, and management of neurodevelopmental conditions
Develops an initial plan to diagnose common neurodevelopmental disorders	Manages common neurodevelopmental disorders, considering risks and benefits of treatment	Assesses the effectiveness of management programs, and individualizes management and adapts plan based on patient response and family factors	Manages disease progression and complications of therapy; identifies when to change acuity of care considering lifespan issues	Coordinates, supervises, and evaluates quality of care
Recognizes the value and need for monitoring in the provision of ongoing care	Enumerates the areas that are to be monitored for children with complex care needs	Uses longitudinal follow-up and re-evaluations to assess effectiveness of care	Uses new information from the literature to provide anticipatory guidance appropriate to the patient's developmental age	Teaches other learners about longitudinal and complex needs

☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Patient Care 8: Electroencephalogram (EEG)				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes general indications and test selection for electroencephalographic studies	Describes normal EEG features and identifies status epilepticus using correct terminology, including common artifacts, across the lifespan	With direct supervision, recognizes and describes patterns of status epilepticus, normal EEG variants, and common abnormalities across the lifespan, and writes a report	With indirect supervision, reads a standard EEG and writes a report	Interprets uncommon EEG abnormalities or conducts research using EEG
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Patient Care 9: Lumbar Puncture				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists the indications, contraindications, and complications of lumbar puncture	With direct supervision, chooses cerebrospinal fluid studies based on clinical presentation, performs lumbar puncture, manages complications, and interprets findings	With indirect supervision, performs lumbar puncture and interprets findings	Identifies and interprets specialized cerebrospinal fluid studies to aid diagnosis, and independently performs lumbar puncture on patients across the lifespan	Instructs others in proper lumbar puncture technique and administers intrathecal therapies

Comments:

Not Yet Completed Level 1 ☐

Not Yet Assessable ☐

Patient Care 10: Determination of Death by Neurologic Criteria				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the concept of determination of death by neurologic criteria	Identifies components of determination of death by neurologic criteria	With assistance, performs determination of death by neurologic criteria	Performs determination of death by neurologic criteria in compliance with practice guidelines and state regulations	Teaches others the determination of death by neurologic criteria

Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Medical Knowledge 1: Development and Behavior

Level 1	Level 2	Level 3	Level 4	Level 5
Lists developmental norms across domains	Identifies signs and patterns of abnormal development	Interprets patterns of abnormalities across the streams of development	Counsels families regarding common and uncommon disorders of neurodevelopment across the lifespan	Serves as a role model to counsel families regarding uncommon disorders of development across the lifespan
Recognizes that all streams of development evolve across the lifespan	Discusses normal neurodevelopment across the lifespan	Discusses abnormal neurodevelopment across the lifespan	Anticipates associated developmental disorders based on patterns of abnormalities	

Comments:

Not Yet Completed Level 1 ☐

Not Yet Assessable ☐

Medical Knowledge 2: Localization

Level 1	Level 2	Level 3	Level 4	Level 5
Localizes signs and symptoms to general regions of the nervous system	Localizes signs and symptoms to specific regions of the nervous system	Localizes signs and symptoms to discrete structures of the nervous system, recognizing challenges in precise localization of lesions in infants and children	Precisely localizes signs and symptoms and describes the impact on patient management	Role models the precise localization of complex signs and symptoms to discrete structures of the nervous system
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1   ☐
Not Yet Assessable   ☐

Medical Knowledge 3: Neuroimaging				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies normal neuroanatomy on brain and spine magnetic resonance (MR) and computed tomography (CT)	Describes major abnormalities of the brain, spine, and neurovasculature on MR and CT	Describes normal developmental changes on MR and CT and interprets subtle abnormalities of the brain, spine, and neurovasculature on imaging	Interprets common clinical neuroimaging modalities with indirect supervision and identifies the indications for advanced neuroimaging techniques	Interprets rare and complex findings on neuroimaging, and serves as a resource for colleagues or conducts research using neuroimaging

Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Medical Knowledge 4: Electromyography				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes general indications for nerve conduction studies/electromyography tests	Describes patterns seen on nerve conduction studies/electromyography related to localization	Plans nerve conduction studies/electromyography in the context of the clinical presentation	Interprets results of nerve conduction studies/electromyography testing in the context of the clinical presentation	Conducts research that uses nerve conduction studies/electromyography data

Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

Medical Knowledge 5: Diagnostic Investigation				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses general diagnostic approach appropriate to clinical presentation	Lists indications, contraindications, risks, and benefits of diagnostic testing	Prioritizes and interprets diagnostic tests appropriate to clinical urgency and complexity	Uses complex diagnostic approaches that have the highest diagnostic yield and cost effectiveness	Demonstrates sophisticated knowledge of diagnostic testing and controversies
☐　　☐	☐　　☐	☐　　☐	☐　　☐	☐　　☐

Comments:

Not Yet Assessable ☐

Not Yet Completed Level 1 ☐

Systems-Based Practice 1: Patient Safety				
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 (simulated or actual)	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)	Models or mentors others in the disclosure of patient safety events
Recognizes that most safety events are the result of system failure and not human error	Demonstrates a non-accusatory, non-judgmental attitude in dealing with issues of patient safety	Presents at a morbidity and mortality conference	Participates as a member of a team investigating a patient safety issue	Evaluates the effectiveness of systems changes implemented as a result of patient safety activities

Comments:

Not Yet Completed Level 1   ☐

Systems-Based Practice 2: Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., public health measures)	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
☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐

Comments:

Not Yet Completed Level 1   ☐

Systems-Based Practice 3: Systems of Care Delivery: Patient- and Family-Centered Care

Level 1	Level 2	Level 3	Level 4	Level 5
Describes the role of interdisciplinary team members	Demonstrates an attitude of mutual respect for other members of the interdisciplinary team	Participates in interdisciplinary care activities	Leads interdisciplinary teams	Teaches and mentors interdisciplinary leaders
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Demonstrates 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 care system improvements
Defines "family" for individual patients and lists the various roles that families play in care delivery and decision making	Listens carefully to patients' families, with sensitivity to each family's values and customs	Provides timely, complete, and accurate information to patients' families in a manner that would enable participation in care and decision making	Collaborates with families in the development and implementation of care management programs	Involves families in the development and implementation of teaching and research activities

Comments:

Not Yet Completed Level 1 ☐

Systems-Based Practice 4: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)	Describes how components of a complex health care system are interrelated, and how this impacts patient care	Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)	Manages various components of the complex health care system to provide efficient and effective patient care and transition of care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care
Describes basic health payment systems (e.g., government, private, public, uninsured care) and practice models	Discusses conceptual components of delivering the right care at the right time meeting patient's immediate and longer-term needs	Advocates for patient care needs (e.g., community resources, patient assistance resources) with consideration of strengths and challenges of patient, family, and environment	Discuss means of effecting systemic change in health care costs and care delivery	Participates in health policy advocacy activities

Comments:

Not Yet Completed Level 1 ☐

Systems-Based Practice 5: Community Resources

Level 1	Level 2	Level 3	Level 4	Level 5
Describes educational, mental health, rehabilitation, and community support resources for patients with neurodevelopmental disabilities ranging across the lifespan	Makes initial referrals to educational, mental health, rehabilitation, and community support resources for patients with neurodevelopmental disabilities ranging across the lifespan	Makes more complex referrals with requests for specific interventions to educational, mental health, rehabilitation, and community support resources for patients with neurodevelopmental disabilities ranging across the lifespan	Consistently demonstrates competence in referring and coordinating services	Participates in leadership role in educational, mental health, rehabilitation, and community support resources for patients with neurodevelopmental disabilities
Recognizes that most treatment for neurodevelopmental disabilities is provided in the community by community resources	Discusses relevant laws that guide the care of people with neurodevelopmental disabilities	Participates in a community meeting (e.g., individualized education plan, parent group, etc.)	Evaluates the strengths, challenges, and effectiveness of the community resources to which patients are referred	Engages in scholarly projects regarding integration of medical, educational, mental health, rehabilitation, and community support resources for patients with neurodevelopmental and related disabilities

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Comments:

Not Yet Completed Level 1   ☐

Systems-Based Practice 6: Diversity and Equity that Impact Neurodevelopmental Access and Outcomes

Level 1	Level 2	Level 3	Level 4	Level 5
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
Recognizes inequalities in care and clinical outcomes for persons with neurodevelopmental disabilities	Identifies specific barriers and factors leading to inequality in care and clinical outcomes for persons with neurodevelopmental disabilities	Identifies available resources to reduce barriers and system limitations to promote equality in care and clinical outcomes	Incorporates appropriate internal and external resources to reduce barriers and system limitations to promote equality in care and clinical outcomes	Participates in regional and national advocacy and research to ensure equity of care and clinical outcomes

Comments:

Not Yet Completed Level 1 ☐

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses available evidence to care for a routine patient	Articulates clinical questions to guide evidence-based care	Locates and applies the best available evidence	Critically appraises and applies evidence to guide care, even in the face of uncertainty and conflicting evidence	Coaches others to critically appraise and apply evidence for complex patients, and/or participates in the development of guidelines

Comments:

Not Yet Completed Level 1 ☐

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	Accepts performance data (feedback and other input) and uses it to develop a learning plan	Seeks performance data and develops a learning plan with increasing independence	Regularly measures oneself against the learning plan, modifying the plan when necessary	Models creation, implementation, analysis, and modification of learning plans, incorporating performance data
☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐

Comments:

Not Yet Completed Level 1   ☐

Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses and how to act upon professionalism lapses	Demonstrates professional behavior in routine situations and takes responsibility for one's own professionalism lapses	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and/or intervenes to prevent lapses in oneself and others	Coaches others when their behavior fails to meet professional expectations
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1   ☐

Professionalism 2: Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of fundamental ethical principles	Analyzes straightforward situations using ethical principles and recognizes the need to seek help in managing and resolving complex ethical situations	Analyzes complex situations using ethical principles	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐

Comments:

Not Yet Completed Level 1   ☐

Professionalism 3: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations	Manages situations that may impact others' ability to complete tasks and responsibilities in a timely manner	Identifies and seeks to address system-level factors that impact completion of tasks
Responds promptly to requests or reminders to complete tasks and responsibilities	Recognizes situations that may impact one's own ability to complete tasks and responsibilities in a timely manner	Proactively implements strategies to ensure the needs of patients, teams, and systems are met	Models the strategies to ensure the needs of patients, teams, and systems are met	Coaches others to develop strategies to ensure the needs of patients, teams, and systems are met
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:
Not Yet Completed Level 1   ☐

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Professionalism 4: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, recognizes status of personal and professional well-being	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to promote personal and professional well-being	Independently develops a plan to promote personal and professional well-being	Supports the departmental well-being program

Comments:
Not Yet Completed Level 1 ☐

This subcompetency is not intended to evaluate a fellow's well-being. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect well-being, and available resources and tools to improve well-being.

Professionalism 5: Patient Care Etiquette with Patients of all Abilities

Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the need to respect the dignity of all patients regardless of impairments or disabilities	Demonstrates specific elements of verbal and physical communication that reflect respect for people with impairments or disabilities	Proactively maintains patients' comfort and dignity during history taking and physical examination for those with mild impairments or disabilities	Proactively maintains patients' comfort and dignity during history taking and physical examination for those with severe impairments or disabilities	Serves as a role model and as a resource for others by coaching them in behaviors and actions that optimize the comfort, dignity, and respect of people with impairments or disabilities
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1 ☐

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses language and non-verbal behavior to demonstrate respect and establish rapport	Establishes a therapeutic relationship in straightforward encounters using active listening and clear language	Establishes a therapeutic relationship in challenging patient encounters	Easily establishes therapeutic relationships, with attention to patient's/patient's family's concerns and context, regardless of complexity	Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships
Identifies common barriers to effective communication while accurately communicating own role within the health care system	Identifies complex barriers to effective communication	When prompted, reflects on personal biases while attempting to minimize communication barriers	Independently recognizes personal biases while attempting to proactively minimize communication barriers	Role models self-awareness practice while identifying teaching a contextual approach to minimize communication barriers
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1   ☐

Interpersonal and Communication Skills 2: Patient and Family Education				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes link between patient outcomes and education	Describes methods for effective patient and patient family education	Educates patients and their families effectively in straightforward situations, including eliciting understanding of information provided	Educates patients and their families effectively in complex situations	Educates patients and their families in self-advocacy, community outreach, and activism
Identifies the need to adjust communication strategies based on each patient's/patient's family's expectations and understanding of their health status and treatment options	Organizes and initiates communication with patients and their families by introducing stakeholders, setting the agenda, clarifying expectations, and verifying understanding of the clinical situation	Compassionately delivers medical information, elicits patient/family values, goals, and preferences, and acknowledges uncertainty and conflict	Uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan	Models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict

Comments:

Not Yet Completed Level 1

Interpersonal and Communication Skills 3: Interprofessional and Team Communication

Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests and/or receives a consultation	Clearly and concisely requests or responds to a consultation	Checks own or others' understanding of consultation	Coordinates recommendations from different members of the health care team to optimize patient care	Models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Uses language that values all members of the health care team	Communicates information effectively with all members of the health care team	Uses active listening to adapt communication style to fit team needs		
Understands the importance of feedback	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides feedback to peers and learners	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1   ☐

Interpersonal and Communication Skills 4: Communication within Health Care Systems

Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record as required by institutional policy	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, timely, and in an organized written form, including anticipatory guidance	Models feedback to improve others' written communication
Describes appropriate use of documentation shortcuts as required by institutional policy	Accurate, timely, and appropriate use of documentation shortcuts in formats specified by institutional policy	Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Achieves written or verbal communication (e.g., patient notes, email) that serves as an example for others to follow	Participates in developing departmental or institutional communication around policies and procedures

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments:

Not Yet Completed Level 1   ☐