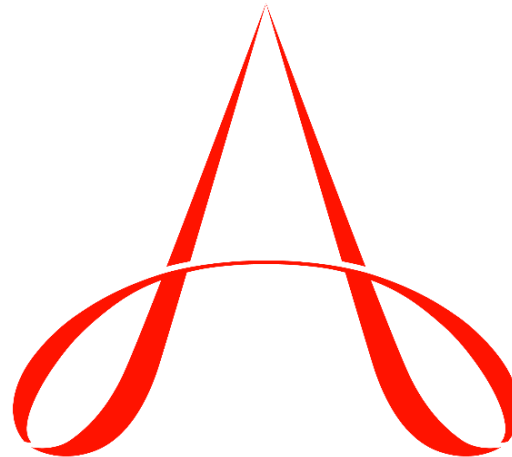




Pediatric Rheumatology Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

Implementation Date: July 2023

Second Revision: April 2023

First Revision: January 2014

Pediatric Rheumatology 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 competency 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.

Pediatric Rheumatology Milestones Work Group

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American Board of Pediatrics

American College of Rheumatology

Association of Pediatric Program Directors

Council of Pediatric Subspecialties

ACGME Review Committee for Pediatrics

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 fellows' 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 the educational program just as a senior fellow may be at a lower level later in the 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.

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 sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow’s performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that fellow’s performance in relation to those milestones.

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 patients' families (simulated or actual)	Discloses patient safety events to patients and patients' families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed 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: Gathers an Essential and Accurate Pediatric Rheumatologic History				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires a comprehensive and developmentally appropriate pediatric medical history Reviews available medical records	Acquires a rheumatic history and a comprehensive pediatric medical history, including pertinent positives and negatives Identifies relevant findings in the medical record	Integrates a tailored rheumatic history with historical subtleties, psychosocial and physical functioning Independently requests additional information to supplement available medical records	Synthesizes the patient history with the complete medical record, supplemental information, and tailored assessment of disease activity	Is identified as a role model in interpreting subtleties and recognizing ambiguities in the patient history
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Not Yet Completed Level 1 <input type="checkbox"/>				
Not Yet Assessable <input type="checkbox"/>				

Patient Care 2: Physical Examination				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a basic age-appropriate physical examination	Performs a comprehensive physical examination, including elements specific to the rheumatic disease exam	Performs a tailored physical examination, including advanced techniques of the rheumatic disease exam, when applicable	Performs a tailored physical examination, including advanced techniques that elicit subtle findings of the rheumatic disease exam	Is identified as a role model for performing and interpreting a comprehensive rheumatologic physical examination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 3: Differential Diagnosis Development				
Level 1	Level 2	Level 3	Level 4	Level 5
With supervision, identifies the key features of the clinical presentation to form a differential diagnosis	Independently formulates a broad differential diagnosis for typical disease presentations	Independently formulates a prioritized differential diagnosis for typical disease presentations	Independently formulates a prioritized differential diagnosis with consideration of typical and atypical disease presentations	Independently formulates a prioritized differential diagnosis with consideration of newly recognized and emerging conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 4: Comprehensive Management Plan Development				
Level 1	Level 2	Level 3	Level 4	Level 5
With supervision, develops a management plan	Independently recognizes disease acuity and develops a management plan	Independently develops a prioritized management plan, incorporating disease activity measures, when applicable	Independently develops and implements a prioritized management plan with consideration of acuity and complexity of disease	Independently formulates and implements a prioritized management plan for patients with newly recognized and emerging conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 5: Therapeutics, Including Immunomodulatory Agents				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies indications and common adverse effects of medications used to treat patients with rheumatic conditions, with supervision	<p>Prescribes and monitors medications used in patients with common rheumatic conditions</p> <p>Evaluates for factors that may alter therapeutic recommendations, such as comorbidities, immunization status, and sexual history</p>	<p>Prescribes, monitors, and assesses the response to pharmacotherapy used in the management of patients with common rheumatic conditions</p> <p>Individualizes initial treatment plans based on patient factors and modifies treatment plans over time as necessary</p>	<p>Integrates best available evidence to prescribe, monitor, and assess the response to pharmacotherapy used in the management of patients with common and complex rheumatic conditions</p> <p>Identifies subtle indications for modification of a treatment plan, including patient factors, response, and tolerance</p>	Incorporates emerging therapeutics and/or novel uses for existing therapeutics into a care plan for patients with complex rheumatic conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 6: Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies indications for joint aspirations and injections, and discusses principles of informed consent	Performs common joint injections and aspirations with direct supervision, including independently discussing risks and benefits, obtaining informed consent, identifying anatomic landmarks, and demonstrating aseptic technique	Performs common joint aspirations and injections with indirect supervision	Independently performs common joint aspirations and injections	Independently performs complex joint aspirations or injections, including unusual sites, anatomic abnormalities, or incorporating imaging guidance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 7: Provides Consultative Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully receives a consultation request, clarifies the clinical question, and performs initial consultation	Performs a consultation and provides initial recommendations, with guidance	Performs consultation and verifies understanding and implementation of recommendations with the primary team	Integrates recommendations from different members of the health care team and effectively conveys consultative assessment and rationale to all health care team members	Is identified as a role model for the provision of consultative care across the spectrum of disease complexity and acuity
With supervision, recognizes disease acuity	Independently recognizes disease acuity	Recognizes disease acuity and prioritizes management steps	Mobilizes resources to provide care in high-acuity situations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Not Yet Completed Level 1 <input type="checkbox"/>				
Not Yet Assessable <input type="checkbox"/>				

Medical Knowledge 1: Knowledge of Rheumatic Conditions				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key features of common rheumatic conditions	Demonstrates broad knowledge of common rheumatic conditions	Demonstrates knowledge of less common rheumatic conditions as well as common rheumatic conditions associated with higher complexity	Integrates knowledge of the pathogenesis, epidemiology, clinical expression, treatments, and prognosis of a broad range of rheumatic conditions	Pursues and integrates new and emerging knowledge of the pathogenesis, epidemiology, clinical expression, treatments, and prognosis of rheumatic conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 2: Basic Science of Rheumatic Conditions				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of anatomy, genetics, immunology, and pharmacology pertaining to general pediatrics	Demonstrates basic knowledge of anatomy, genetics, immunology, and pharmacology pertaining to rheumatic conditions	Demonstrates in-depth knowledge of anatomy, genetics, immunology, and pharmacology pertaining to rheumatic conditions	Integrates knowledge of anatomy, genetics, immunology, and pharmacology into the management of a broad range of rheumatic conditions	Integrates recent research into understanding of the interface between rheumatic conditions, genetics, and immunology
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 3: Knowledge of Diagnostic Testing				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common diagnostic testing and indications for patients being evaluated for rheumatic conditions	Explains the rationale, risks, and benefits for common diagnostic testing in patients being evaluated for rheumatic conditions	Integrates value and test characteristics into diagnostic strategies in patients with rheumatic conditions	Integrates and reconciles information, including non-specific and/or conflicting diagnostic test results, to form a cohesive evaluation	Is identified as an expert in testing strategies and in the selection and interpretation of complex, new, or emerging tests
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

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)	Role models or mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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., 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: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: System Navigation for Patient Centered Care – Coordination of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists the various interprofessional individuals involved in the patient’s care coordination	Coordinates care of patients in routine clinical situations, incorporating interprofessional teams with consideration of patient and family needs	Coordinates care of patients in complex clinical situations, effectively utilizing the roles of interprofessional teams, and incorporating patient and family needs and goals	Coordinates interprofessional, patient-centered care among different disciplines and specialties, actively assisting families in navigating the health care system	Coaches others in interprofessional, patient-centered care coordination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 4: System Navigation for Patient-Centered Care – Transitions in Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses a standard template for transitions of care/hand-offs	Adapts a standard template, recognizing key elements for 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, and ensures closed-loop communication	Performs and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including transitions to adult care	Coaches others in improving transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 5: Population and Community Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of population and community health needs and disparities	Identifies specific population and community health needs and disparities; identifies local resources	Uses local resources effectively to meet the needs and reduce health disparities of a patient population and community	Adapts practice to provide for the needs of and reduce health disparities of a specific population	Advocates at the local, regional, or national level for populations and communities with health care disparities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 6: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Engages with patients and other providers in discussions about cost-conscious care and key components of the health care delivery system	Identifies the relationships between the delivery system and cost-conscious care and the impact on the patient care	Discusses the need for changes in clinical approaches based on evidence, outcomes, and cost-effectiveness to improve care for patients and families	Advocates for the promotion of safe, quality, and high-value care	Coaches others to promote safe, quality, and high-value care across health care systems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed 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
Develops an answerable clinical question and demonstrates how to access available evidence, with guidance	Independently articulates clinical question and accesses available evidence	Locates and applies the evidence, integrated with patient preference, to the care of 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in feedback sessions	Demonstrates openness to feedback and performance data	Seeks and incorporates feedback and performance data episodically	Seeks and incorporates feedback and performance data consistently	Role models and coaches others in seeking and incorporating feedback and performance data
Develops personal and professional goals, with assistance	Designs a learning plan based on established goals, feedback, and performance data, with assistance	Designs and implements a learning plan by analyzing and reflecting on the factors which contribute to gap(s) between performance expectations and actual performance	Adapts a learning plan using long-term professional goals, self-reflection, and performance data to measure its effectiveness	Demonstrates continuous self-reflection and coaching of others on reflective practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies expected professional behaviors and potential triggers for lapses	Demonstrates professional behavior with occasional lapses	Maintains professional behavior in increasingly complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Models professional behavior and coaches others when their behavior fails to meet professional expectations
Identifies the value and role of pediatric rheumatology as a vocation/career	Demonstrates accountability for patient care as a pediatric rheumatologist, with guidance	Fully engages in patient care and holds oneself accountable	Exhibits a sense of duty to patient care and professional responsibilities	Extends the role of the pediatric rheumatologist beyond the care of patients by engaging with the community, specialty, and medical profession as a whole
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 2: Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics	Applies ethical principles in common situations	Analyzes complex situations using ethical principles to address conflict/controversy; seeks help when needed to manage and resolve complex ethical situations	Manages and seeks to resolve ethical dilemmas using appropriate resources (e.g., ethics consultations, literature review, risk management/legal consultation)	Called upon by others to consult in cases of complex ethical dilemmas; identifies and seeks to address system-level factors that induce or exacerbate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs tasks and responsibilities, with prompting	Performs tasks and responsibilities in a timely manner in routine situations	Performs tasks and responsibilities in a thorough and timely manner in complex or stressful situations	Coaches others to ensure tasks and responsibilities are completed in a thorough and timely manner in complex or stressful situations	Creates strategies to enhance others' ability to efficiently complete tasks and responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 4: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of addressing personal and professional well-being	Describes institutional resources that are meant to promote well-being	Recognizes institutional and personal factors that impact well-being	Describes interactions between institutional and personal factors that impact well-being	Coaches and supports colleagues to optimize well-being at the team, program, or institutional level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates respect and attempts to establish rapport</p> <p>Attempts to adjust communication strategies based upon patient/family expectations</p>	<p>Establishes a therapeutic relationship in straightforward encounters</p> <p>Adjusts communication strategies as needed to mitigate barriers and meet patient/family expectations</p>	<p>Establishes a culturally competent and therapeutic relationship in most encounters</p> <p>Communicates with sensitivity and compassion, elicits patient/family values, and acknowledges uncertainty and conflict</p>	<p>Establishes a therapeutic relationship in straightforward and complex encounters, including those with ambiguity and/or conflict</p> <p>Uses shared decision making with patient/family to make a personalized care plan</p>	<p>Mentors others to develop positive therapeutic relationships</p> <p>Models and coaches others in patient- and family-centered communication</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments: Not Yet Completed Level 1 <input type="checkbox"/></p>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation, with guidance	Clearly and concisely requests consultation by communicating patient information	Formulates a specific question for consultation and tailors communication strategy	Coordinates consultant recommendations to optimize patient care	Maintains a collaborative relationship with referring providers that maximizes adherence to practice recommendations
Identifies the members of the interprofessional team	Participates within the interprofessional team	Uses bi-directional communication within the interprofessional team	Facilitates interprofessional team communication	Coaches others in effective communication within the interprofessional team
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Records accurate information in the patient record</p> <p>Identifies the importance of and responds to multiple forms of communication (e.g., in-person, electronic health record (EHR), telephone, email)</p>	<p>Records accurate and timely information in the patient record</p> <p>Selects appropriate method of communication, with prompting</p>	<p>Concisely documents updated, prioritized, diagnostic and therapeutic reasoning in the patient record</p> <p>Aligns type of communication with message to be delivered (e.g., direct and indirect) based on urgency and complexity</p>	<p>Documents diagnostic and therapeutic reasoning, including anticipatory guidance</p> <p>Demonstrates exemplary written and verbal communication</p>	<p>Models and coaches others in documenting diagnostic and therapeutic reasoning</p> <p>Coaches others in written and verbal communication</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments: Not Yet Completed Level 1 <input type="checkbox"/></p>				