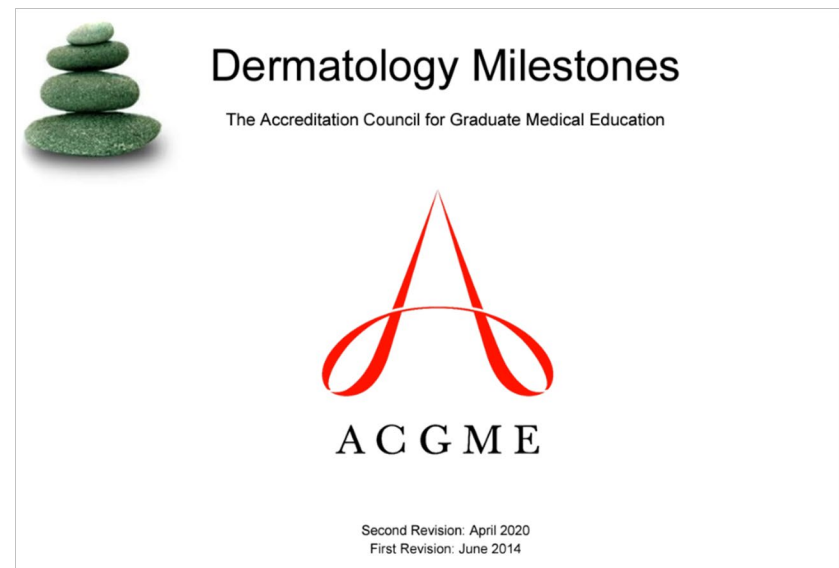


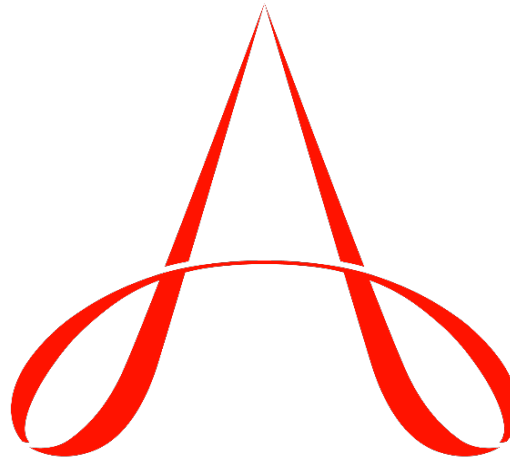
Internal Medicine and Dermatology (combined) programs must annually report on **each** set of Milestones.





Internal Medicine Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021
Second Revision: November 2020
First Revision: July 2013

Internal Medicine Milestones

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Internal Medicine Milestones Work Group

Eva Aagaard, MD, FACP
Cinnamon Bradley, MD
Fred Buckhold, MD
Alfred Burger, MD, MS, FACP, SFHM
Stephanie Call, MD, MSPH
Shobhina Chheda, MD, MPH
Davoren Chick, MD, FACP
Jack DePriest, MD, MACM
Benjamin Doolittle, MD, MDiv
Laura Edgar, EdD, CAE
Christin Giordano McAuliffe, MD
Neil Kothari, MD
Heather Laird-Fick, MD, MPH, FACP

Jonathan Lim, MD
Monica Lypson, MD, MHPE
Allan Markus, MD, MS, MBA, FACP
Bernadette Miller, MD
Attila Nemeth, MD
Jacob Perrin, MD
Raul Ramirez Velazquez, DO
Rachel Robbins, MD
Jacqueline Stocking, PhD, MBA, RN
Jane Trinh, MD
Mark Tschanz, DO, MACM
Asher Tulskey, MD
Eric Warm, MD

Advisory Group

Mobola Campbell-Yesufu, MD, MPH
Gretchen Diemer, MD
Jodi Friedman, MD
Janae Heath, MD
Benjamin Kinnear, MD

Subha Ramani, MBBS, MMed, MPH
Brijen Shah, MD
C. Christopher Smith, MD
Abby Spencer, MD, MS
Nicole Swallow, MD, FACP

The ACGME would like to thank the following organizations for their continued support in the development of the Milestones:

Alliance for Academic Internal Medicine
American Board of Internal Medicine
American College of Physicians
Association of Medical Colleges
Review Committee for Internal Medicine
Society of Hospital Medicine
Society of General Internal Medicine

Understanding Milestone Levels and Reporting

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

Additional Notes

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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 (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
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 skills required to identify, develop, implement, and analyze a quality improvement project	Designs,, implements, and assesses quality improvement initiatives at the institutional or community level
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

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: History				
Level 1	Level 2	Level 3	Level 4	Level 5
Elicits and reports a comprehensive history for common patient presentations, with guidance	Elicits and concisely reports a hypothesis-driven patient history for common patient presentations	Elicits and concisely reports a hypothesis-driven patient history for complex patient presentations	Efficiently elicits and concisely reports a patient history, incorporating pertinent psychosocial and other determinants of health	Efficiently and effectively tailors the history taking, including relevant historical subtleties, based on patient, family, and system needs
Seeks data from secondary sources, with guidance	Independently obtains data from secondary sources	Reconciles current data with secondary sources	Uses history and secondary data to guide the need for further diagnostic testing	Models effective use of history to guide the need for further diagnostic testing
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 2: Physical Examination				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a general physical examination while attending to patient comfort and safety Identifies common abnormal findings	Performs a hypothesis-driven physical examination for a common patient presentation Interprets common abnormal findings	Performs a hypothesis-driven physical examination for a complex patient presentation Identifies and interprets uncommon and complex abnormal findings	Uses advanced maneuvers to elicit subtle findings Integrates subtle physical examination findings to guide diagnosis and management	Models effective evidence-based physical examination technique Teaches the predictive values of the examination findings to guide diagnosis and management
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 3: Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
Organizes and accurately summarizes information obtained from the patient evaluation to develop a clinical impression	Integrates information from all sources to develop a basic differential diagnosis for common patient presentations Identifies clinical reasoning errors within patient care, with guidance	Develops a thorough and prioritized differential diagnosis for common patient presentations Retrospectively applies clinical reasoning principles to identify errors	Develops prioritized differential diagnoses in complex patient presentations and incorporates subtle, unusual, or conflicting findings Continually re-appraises one's own clinical reasoning to improve patient care in real time	Coaches others to develop prioritized differential diagnoses in complex patient presentations Models how to recognize errors and reflect upon one's own clinical reasoning
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 4: Patient Management – Inpatient				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates management plans for common conditions, with guidance	Develops and implements management plans for common conditions, recognizing acuity, and modifies based on the clinical course	Develops and implements value-based (high value) management plans for patients with multisystem disease and comorbid conditions; modifies based on the clinical course	Uses shared decision making to develop and implement value-based (high value) comprehensive management plans for patients with comorbid and multisystem disease, including those patients requiring critical care	Develops and implements comprehensive management plans for patients with rare or ambiguous presentations or unusual comorbid conditions
Identifies opportunities to maintain and promote health	Develops and implements management plans to maintain and promote health, with guidance	Independently develops and implements plans to maintain and promote health, incorporating pertinent psychosocial and other determinants of health	Independently develops and implements comprehensive plans to maintain and promote health, incorporating pertinent psychosocial and other determinants of health	
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 5: Patient Management – Outpatient				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies opportunities to maintain and promote health	Develops and implements management plans to maintain and promote health	Develops and implements plans to maintain and promote health, incorporating pertinent psychosocial and other determinants of health	Develops and implements value-based (high-value) comprehensive plans to maintain and promote health	
Formulates management plans for a common chronic condition, with guidance	Develops and implements management plans for common chronic conditions	Develops and implements management plans for multiple chronic conditions	Develops and implements value-based (high value) comprehensive management plans for multiple chronic conditions, incorporating pertinent psychosocial and other determinants of health	Creates and leads a comprehensive patient-centered management plan for the patient with highly complex chronic conditions, integrating recommendations from multiple disciplines
Formulates management plans for acute common conditions, with guidance	Develops and implements management plans for common acute conditions	Develops and implements an initial management plan for patients with urgent or emergent conditions in the setting of chronic comorbidities	Develops and implements value-based (high value) management plans for patients with acute conditions	Develops and implements management plans for patients with subtle presentations, including rare or ambiguous conditions
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 6: Digital Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses electronic health record (EHR) for routine patient care activities Identifies the required components for a telehealth visit	Expands use of EHR to include and reconcile secondary data sources in patient care activities Performs assigned telehealth visits using approved technology	Effectively uses EHR capabilities in managing acute and chronic care of patients Identifies clinical situations that can be managed through a telehealth visit	Uses EHR to facilitate achievement of quality targets for patient panels Integrates telehealth effectively into clinical practice for the management of acute and chronic illness	Leads improvements to the EHR Develops and innovates new ways to use emerging technologies to augment telehealth visits
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Medical Knowledge 1: Applied Foundational Sciences				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific knowledge (e.g., physiology, social sciences, mechanism of disease) for normal function and common medical conditions	Explains the scientific knowledge for complex medical conditions	Integrates scientific knowledge to address comorbid conditions within the context of multisystem disease	Integrates scientific knowledge to address uncommon, atypical, or complex comorbid conditions within the context of multisystem disease	Demonstrates a nuanced understanding of the scientific knowledge related to uncommon, atypical, or complex conditions
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Medical Knowledge 2: Therapeutic Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific basis for common therapies	Explains the indications, contraindications, risks, and benefits of common therapies	Integrates knowledge of therapeutic options in patients with comorbid conditions, multisystem disease, or uncertain diagnosis	Integrates knowledge of therapeutic options within the clinical and psychosocial context of the patient to formulate treatment options	Demonstrates a nuanced understanding of emerging, atypical, or complex therapeutic options
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Medical Knowledge 3: Knowledge of Diagnostic Testing				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains the rationale, risks, and benefits for common diagnostic testing	Explains the rationale, risks, and benefits for complex diagnostic testing	Integrates value and test characteristics of various diagnostic strategies in patients with common diseases	Integrates value and test characteristics of various diagnostic strategies in patients with comorbid conditions or multisystem disease	Demonstrates a nuanced understanding of emerging diagnostic tests and procedures
Interprets results of common diagnostic tests	Interprets complex diagnostic data	Integrates complex diagnostic data accurately to reach high-probability diagnoses	Anticipates and accounts for limitations when interpreting diagnostic data	
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Medical Knowledge

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____ Yes ____ No ____ Conditional on Improvement

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	Contributes to the analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Leads 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)	Models 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)	Contributes to local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses sustainable quality improvement initiatives at the institutional or community level
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

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 by effectively engaging interprofessional teams in routine clinical situations	Coordinates care of patients by effectively engaging interprofessional teams in complex clinical situations	Models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for the local population	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the health care system	Describes how components of a complex health care system are interrelated, and how this impacts patient care	Discusses how individual practice affects the regional and national health care system	Manages various components of the complex health care system to provide efficient and effective patient care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care
Describes basic health payment systems	Delivers care with consideration of each patient's payment model	Engages with patients in shared decision making, informed by each patient's payment models	Advocates for patient care needs with consideration of the limitations of each patient's payment model	Actively engaged in influencing health policy through advocacy activities at the local, regional, or national level
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Systems-Based Practice

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_____ Yes _____ No _____ Conditional on Improvement

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, categorize, and analyze clinical evidence, with guidance	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care	Critically appraises and applies the best available evidence, integrated with patient preference, to the care of complex patients	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 to patient care
☐	☐	☐	☐	☐
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	Demonstrates openness to performance data (feedback and other input) to inform goals	Seeks performance data episodically, with adaptability, and humility	Seeks performance data consistently with adaptability, and humility	Models consistently seeking performance data with adaptability and humility
Identifies the factors that contribute to gap(s) between ideal and actual performance, with guidance	Analyzes and reflects on the factors which contribute to gap(s) between ideal and actual performance, with guidance	Institutes behavioral change(s) to narrow the gap(s) between ideal and actual performance	Challenges one's own assumptions and considers alternatives in narrowing the gap(s) between ideal and actual performance	Coaches others on reflective practice
	Actively seeks opportunities to improve	Designs and implements an individualized learning plan, with prompting	Independently creates and implements an individualized learning plan	Uses performance data to measure the effectiveness of the individualized learning plan and when necessary, improves it
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Practice-Based Learning and Improvement

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_____ Yes _____ No _____ Conditional on Improvement

Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations	Identifies potential triggers for professionalism lapses and accepts responsibility for one's own professionalism lapses	Demonstrates a pattern of professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and 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 basic ethical principles	Applies basic principles to address straightforward ethical situations	Analyzes complex situations using ethical principles and identifies the need to seek help in addressing complex ethical situations	Analyzes complex situations and engages with appropriate resources for managing and addressing 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
Performs administrative tasks and patient care responsibilities, with prompting	Performs administrative tasks and patient care responsibilities in a timely manner in routine situations	Performs administrative tasks and patient care responsibilities in a timely manner in complex or stressful situations	Proactively implements strategies to ensure that the needs of patients, teams, and systems are met	Creates strategies to enhance other's ability to efficiently complete administrative tasks and patient care responsibilities
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Professionalism 4: Knowledge of Systemic and Individual Factors of Well-Being*				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of getting help when needed to address personal and professional well-being	Lists resources to support personal and professional well-being Recognizes that institutional factors affect well-being	With prompting, reflects on how personal and professional well-being may impact one's clinical practice Describes institutional factors that affect well-being	Reflects on actions in real time to proactively respond to the inherent emotional challenges of physician work Suggests potential solutions to institutional factors that affect well-being	Participates in institutional changes to promote personal and professional well-being
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

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

Professionalism

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_____ Yes _____ No _____ Conditional on Improvement

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 and maintains a therapeutic relationship using effective communication behaviors in straightforward encounters Identifies common barriers to effective communication	Establishes and maintains a therapeutic relationship using effective communication behaviors in challenging patient encounters Identifies complex barriers to effective communication, including personal bias	Establishes and maintains therapeutic relationships using shared decision making, regardless of complexity Mitigates communication barriers	Coaches others in developing and maintaining therapeutic relationships and mitigating communication barriers Models the mitigation of communication barriers
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests and responds to a consultation	Clearly and concisely requests and responds to a consultation	Checks own and others' understanding of recommendations when providing or receiving consultation	Coordinates recommendations from different consultants to optimize patient care	Facilitates conflict resolution between and amongst consultants when disagreement exists
Uses verbal and non-verbal communication that values all members of the interprofessional team	Communicates information, including basic feedback with all interprofessional team members	Facilitates interprofessional team communication to reconcile conflict and provides difficult feedback	Adapts communication style to fit interprofessional team needs and maximizes impact of feedback to the team	Models flexible communication strategies that facilitate excellence in interprofessional teamwork
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately documents comprehensive and current information	Documents clinical encounter, including reasoning, through organized notes	Documents clinical encounter through concise and thorough notes	Documents clinical encounter clearly, concisely, timely, and in an organized form, including anticipatory guidance	Guides departmental or institutional communication policies and procedures
Communicates using formats specified by institutional policy to safeguard patient personal health information	Selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context, with assistance	Appropriately selects direct and indirect forms of communication based on context	Models effective written and verbal communication	
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Interpersonal and Communication Skills

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_____ Yes _____ No _____ Conditional on Improvement

Overall Clinical Competence

This rating represents the assessment of the resident's development of overall clinical competence during this year of training:

____ Superior: Far exceeds the expected level of development for this year of training

____ Satisfactory: Always meets and occasionally exceeds the expected level of development for this year of training

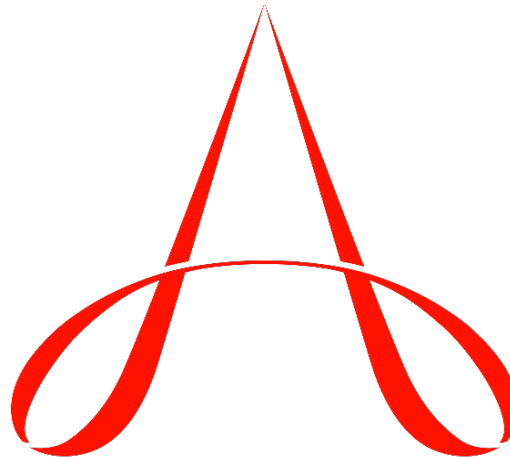
____ Conditional on Improvement: Meets some developmental milestones but occasionally falls short of the expected level of development for this year of training. An improvement plan is in place to facilitate achievement of competence appropriate to the level of training.

____ Unsatisfactory: Consistently falls short of the expected level of development for this year of training.



Dermatology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Second Revision: April 2020

First Revision: June 2014

Dermatology Milestones

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Dermatology Milestones

Work Group

William Aughenbaugh, MD

Anna Bruckner, MD

Laura Edgar, EdD, CAE

Alexa Leone, DO

Erin Mathes, MD

Kiran Motaparathi, MD

Andrea Murina, MD

Ronald Rapini, MD

David Rubenstein, FACHE

Erik Stratman, MD

Ashley Wysong, MD, MS

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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	Leads 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	Advocates for safe and effective transitions of care/handoffs within and across healthcare delivery systems including outpatient settings	Improves quality of transitions of care within and across healthcare 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
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

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: Medical Dermatology				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains basic dermatologic history and physical exam	Evaluates patients with common dermatologic conditions, with assistance	Independently evaluates patients with common dermatologic conditions	Independently evaluates patients with complex dermatologic conditions	Independently evaluates and manages patients with rare, atypical, or refractory dermatologic conditions
Identifies management options for common dermatologic conditions	Manages patients with common dermatologic conditions, with assistance	Independently manages patients with common dermatologic conditions	Independently manages patients with complex dermatologic conditions and/or comorbidities	
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 2: Pediatric Dermatology				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains basic dermatologic history and physical exam in a pediatric patient	Evaluates patients with common pediatric dermatologic conditions, with assistance	Independently evaluates patients with common pediatric dermatologic conditions	Independently evaluates patients with complex pediatric dermatologic conditions	Independently evaluates and manages pediatric patients with rare, atypical, or refractory dermatologic conditions
Identifies management options for common pediatric dermatologic conditions	Manages patients with common pediatric dermatologic conditions, with attention to age, weight, and psychosocial considerations, with assistance	Independently manages patients with common pediatric dermatologic conditions with attention to age, weight, and psychosocial considerations	Independently manages patients with complex pediatric dermatologic conditions and/or comorbidities, with attention to age, weight, and psychosocial considerations	
Describes the challenges of procedures on pediatric patients	Assists in procedures on pediatric patients	Performs basic procedures on pediatric patients with assistance using patient comfort strategies	Independently performs basic procedures on pediatric patients using patient comfort strategies	Independently performs a range of procedures in pediatric patients using patient comfort strategies
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 3: Dermatologic Procedures and Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs pre-operative assessment for basic procedures, with guidance	Performs pre-operative assessment for basic procedures	Performs pre-operative assessment and counseling of risk for excisions and layered closures, with guidance	Performs pre-operative assessment and counseling of risk for complex procedures	Performs flaps and grafts, micrographic surgery, or other advanced procedures
Performs basic procedures, with guidance	Performs basic procedures	Performs excisions and layered closures, with guidance	Performs excisions with layered closures; designs flaps and grafts where indicated	
Provides basic wound care instructions	Provides anticipatory guidance for procedural outcomes	Identifies and manages procedural complications, with guidance	Identifies and manages procedural complications	
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 4: Dermatopathology				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key structural and cellular components of the skin, hair, and nails	Identifies microscopic features of common neoplasms and inflammatory reaction patterns	Interprets microscopic features of common disorders of the skin, hair, and nails, with guidance	Independently interprets microscopic features of common and uncommon disorders of the skin, hair, and nails	Independently interprets atypical or subtle microscopic features of disorders of the skin, hair, and nails
Reviews reported histologic findings	Performs clinicopathologic correlation, with guidance	Independently performs clinicopathologic correlation for straightforward presentations	Independently performs clinicopathologic correlation for atypical or complex presentations	
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 5: Cosmetic Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies patients with a cosmetic concern	Gathers patient data, including cosmetic and relevant medical history Describes available cosmetic treatments	Evaluates patient and recommends interventions to meet patient goals for cosmetic care, with assistance Selects cosmetic treatment, with assistance	Independently evaluates routine patient and recommends interventions to meet patient goals for cosmetic care Delivers cosmetic treatment and manages complications, with assistance	Independently evaluates and counsels the patient with complex cosmetic concerns Delivers cosmetic treatment and manages complications
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 6: Diagnostics				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes indications and steps involved in in-office testing	Selects and performs in-office tests, with assistance	Independently selects and performs in-office test; interprets in-office diagnostic tests, with assistance	Independently selects, performs, and interprets a full spectrum of in-office tests	Evaluates the application of novel and emerging diagnostic tests
Describes laboratory, imaging, and other diagnostic testing used in dermatology	Selects laboratory, imaging, and other diagnostic tests for common presentations, with assistance	Independently interprets laboratory, imaging, and other diagnostic tests for common presentations	Independently interprets laboratory, imaging, and other diagnostic tests for complex or rare presentations	
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 7: Critical Thinking/Differential Diagnosis				
Level 1	Level 2	Level 3	Level 4	Level 5
Develops a differential diagnosis for common presentations, with guidance	Independently develops a differential diagnosis for common presentations	Develops a prioritized differential diagnosis for complex presentations and identifies clinical reasoning errors	Pursues and synthesizes additional information to reach high-probability diagnoses with continuous re-appraisal	Integrates additional data and coaches others to minimize clinical reasoning errors
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 8: Therapeutics Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies patients who are candidates for topical and systemic therapy	Provides appropriate counseling regarding adverse effects and reasonable risks	Consistently evaluates treatment response and counsels patients on expectations of therapy	Consistently identifies refractory disease and independently escalates therapy as necessary	Independently manages rare and complex diseases based on emerging evidence
Identifies available treatment options for common skin disorders	Selects treatment options for common skin disorders, with guidance	With guidance, selects therapeutic modalities for common and uncommon skin disorders while balancing risks and benefits	Independently selects therapeutic modalities for common and uncommon skin disorders based on stepwise therapeutic ladders	Evaluates the application of novel and emerging therapeutic modalities or unique applications of existing drugs
Identifies therapeutic agents which require laboratory monitoring	Selects appropriate laboratory monitoring for systemic treatments, with guidance	Selects appropriate laboratory monitoring and manages adverse effects, with guidance	Independently orders appropriate laboratory monitoring and manages adverse effects	Develops systems for safety monitoring
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Medical Knowledge 1: Knowledge of Dermatologic Disease				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes fundamental cutaneous anatomy and physiology	Describes pathophysiology of common skin disorders	Demonstrates knowledge of the pathophysiology of complex skin disorders	Synthesizes knowledge of pathophysiology of skin disorders from multiple sources	Teaches emerging concepts in cutaneous pathophysiology
Demonstrates knowledge of the clinical features of common dermatologic disorders	Demonstrates knowledge of the clinical features, associations, treatments, and expected course of common dermatologic disorders	Demonstrates knowledge of the clinical features, associations, treatments, and expected course of uncommon and complex dermatologic disorders	Demonstrates comprehensive knowledge of the clinical features, associations, treatments, and expected course of common, uncommon, and complex dermatologic disorders	Teaches emerging concepts in clinical features, associations, treatments, or expected course of common, uncommon, and complex dermatologic disorders
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Medical Knowledge 2: Visual Recognition				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common diseases with characteristic findings	Identifies uncommon diseases with characteristic findings	Identifies variable presentations of common disease	Identifies variable presentations of uncommon and rare disease	
Defines primary lesions and secondary features	Describes morphology, with assistance	Describes morphology with fluency	Identifies subtle morphologic variability	Integrates visual diagnostic tools for a wide range of diagnoses of the skin, hair, and nails
		Integrates visual diagnostic tools (e.g., dermoscopy), with assistance	Independently integrates visual diagnostic tools	
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common safety events	Identifies system factors that lead to safety events	Participates in analysis of safety events (simulated or actual)	Conducts analysis of safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems	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)	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., handwashing, needle stick prevention, wrong site surgery prevention)	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 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 using the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Leads effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for their local population	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Systems-Based Practice 3: 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	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	Manages various components of the complex health care system to provide efficient and effective patient care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care
Describes basic health payment systems and practice models	Delivers care with consideration of each patient's payment model	Engages with patients in shared-decision making, informed by each patient's payment models	Advocates for patient care needs with consideration of the limitations of each patient's payment model	Participates in health policy advocacy activities
Identifies basic practice management knowledge domains for effective transition to practice	Describes core administrative knowledge needed for transition to practice	Demonstrates use of information technology required for medical practice	Analyzes individual practice patterns and professional requirements in preparation for practice	Educates others to prepare them for transition to practice
☐	☐	☐	☐	☐
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
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
☐	☐	☐	☐	☐
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 Identifies the factors which contribute to gap(s) between expectations and actual performance Actively seeks opportunities to improve	Demonstrates openness to performance data (feedback and other input) in order to inform goals Analyzes and reflects on the factors which contribute to gap(s) between expectations and actual performance Designs and implements a learning plan, with prompting	Seeks performance data episodically, with adaptability and humility Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance Independently creates and implements a learning plan	Intentionally seeks performance data consistently with adaptability and humility Challenges own assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance Uses performance data to measure the effectiveness of the learning plan and when necessary, improves it	Role models consistently seeking performance data with adaptability and humility Coaches others on reflective practice Facilitates the design and implementing learning plans for others
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses	Demonstrates insight into professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Coaches others when their behavior fails to meet professional expectations
Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers	Takes responsibility for own professionalism lapses	Recognizes need to seek help in managing and resolving complex ethical situations	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
Demonstrates knowledge of medical ethical principles	Analyzes straightforward situations using ethical principles	Analyzes complex situations using ethical principles		Serves as resource for colleagues who face ethical dilemmas
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Responds promptly to requests or reminders to complete tasks Takes responsibility for failure to complete tasks and responsibilities	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations Proactively ensures that the needs of patients are met	Mitigates situations that may impact others' ability to complete tasks and responsibilities in a timely manner Implements strategies to enhance accountability of team members involved in patient care	Takes ownership of system outcomes and revises systems to enhance accountability
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

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	Proposes a plan to optimize personal and professional well-being, with assistance	Independently develops a plan to optimize personal and professional well-being	Coaches others to optimize personal and professional well-being
Recognizes limits in one's own knowledge/skills, with assistance	Independently recognizes limits in one's own knowledge/skills and seeks help when appropriate	Proposes a plan to remediate or improve limits in one's own knowledge/skills, with assistance	Independently develops a plan to remediate or improve limits in one's own knowledge/skills	
☐	☐	☐	☐	☐
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 nonverbal behavior to demonstrate respect and establish rapport Identifies common barriers (e.g., language) to effective communication Identifies the importance of engaging in shared decision making	Establishes a therapeutic relationship in straightforward encounters using active listening and clear language Identifies complex barriers (e.g., health literacy) to effective communication Identifies elements of shared decision making	Establishes a therapeutic relationship in challenging patient encounters, with guidance When prompted, reflects on personal biases while attempting to minimize communication barriers Uses shared decision making to make a personalized care plan, with guidance	Independently establishes a therapeutic relationship in challenging patient encounters Independently recognizes personal biases while attempting to proactively minimize communication barriers Independently uses shared decision making to make a personalized care plan	Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships Independently uses shared decision making to make a personalized care plan when there is a high degree of uncertainty
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

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		
Uses language that values all members of the health care team	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 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the electronic health record (EHR) in a timely manner Safeguards protected health information by using appropriate communication channels	Demonstrates organized diagnostic and therapeutic reasoning through notes in the EHR Uses documentation tools and short cuts (e.g., copy/paste) accurately and appropriately, per institutional policy	Concisely reports diagnostic and therapeutic reasoning in the EHR Appropriately selects and uses direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text and inbox messages) forms of communication based on context	Communicates clearly, concisely, and in an organized written form, including anticipatory guidance Achieves written or verbal communication (e.g., patient notes, email) that serves as an example for others to follow	Coaches others to improve written communication Guides departmental or institutional communication around policies and procedures
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				