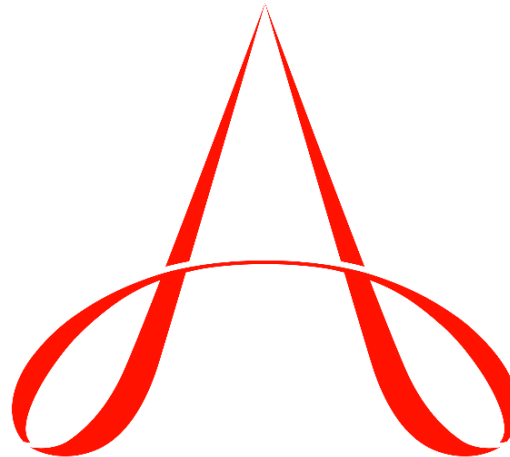




Micrographic Surgery and Dermatologic Oncology Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

Implementation Date: July 1, 2022
Second Revision: July 2021
First Revision: July 2014

Micrographic Surgery and Dermatologic Oncology 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.

Micrographic Surgery and Dermatologic Oncology Milestones Work Group

Ramona Behshad, MD

M. Laurin Council, MD

Alison Durham, MD

Laura Edgar, EdD, CAE

Daniel Eisen, MD

Sailesh Konda, MD

Erik Petersen, MD

Patricia Richey, MD

Faramarz Samie, MD, PhD

Janeane Walker, PhD

Carl Washington, MD

Shannon Winchester, MBA, MAT, C-TAGME

Ashley Wysong, MD, MS

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

American Board of Dermatology

Review Committee for Dermatology

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 resident/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 resident 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.

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.

| 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 quality improvement initiatives at the institutional or departmental level | Participates in quality improvement initiatives at the institutional or departmental level | 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="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

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: Mohs Surgery | | | | |
|---|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies appropriate use criteria for selecting cases | Evaluates patients according to appropriate use criteria | Considers alternative treatments | Counsels patients and their families on the breadth of treatment options | Performs Mohs surgery for extremely complex cases or special sites |
| Identifies steps and instrumentation used in Mohs surgery | Performs first and subsequent layers of Mohs surgery of low complexity | Performs first and subsequent layers of Mohs surgery of moderate complexity | Performs first and subsequent layers of Mohs surgery of high complexity | |
| Draws a map for the first layer of Mohs surgery | Maintains orientation of tissue on a two-dimensional surface for low-complexity specimens | Maintains orientation of tissue on three-dimensional surface for moderate-complexity specimens | Consistently maintains orientation of tissue for high-complexity specimens | |
| <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 2: Reconstruction | | | | |
|--|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies categories of reconstruction options | Selects reconstruction options | Selects and designs low-complexity reconstruction options | Selects and designs high-complexity reconstruction options | Designs a novel reconstruction |
| Performs linear closures | Performs low-complexity reconstruction | Performs high-complexity reconstruction | Performs high-complexity, multi-staged reconstruction | Efficiently performs high-complexity, multi-staged reconstruction |
| Manages complications from linear closures | Manages acute complications from low-complexity reconstruction | Manages acute complications from high-complexity reconstruction and long-term complications with non-surgical treatments | Assists with management of long-term complications with surgical treatments | Manages long-term complications with surgical treatments |
| <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> | | | | |

| Patient Care 3: Mohs Histopathology | | | | |
|--|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Discusses en face sectioning and the process for preparing tissue for frozen section | Assesses a Mohs slide competently for the presence/absence of tumor | Identifies when a recut is needed | Troubleshoots slides and suggests technical solutions | Prepares frozen section slides |
| Identifies straightforward tumors on frozen section | Identifies artifacts on frozen section | Identifies normal variants, less common tumors, and high-risk features on frozen section | Identifies unexpected findings, and rare and unusual tumors on frozen section | Interprets frozen immunohistochemistry stains |
| <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> | | | | |

| Patient Care 4: Diagnosis and Management | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Diagnoses and manages common malignant lesions and discusses current staging systems</p> <p>Discusses risks and benefits of non-surgical management options</p> | <p>Orders additional diagnostic testing to narrow the differential diagnosis or for staging</p> <p>Identifies patients who would benefit from non-surgical management</p> | <p>Diagnoses and manages complex malignant lesions and stages tumor</p> <p>Selects and manages alternative treatment and/or adjuvant therapy or work-up in addition to or in place of surgery</p> | <p>Diagnoses and manages rare and unusual malignant lesions</p> <p>Coordinates multidisciplinary care for non-surgical management</p> | <p>Prescribes novel non-surgical treatment options</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/></p> | | | | |

| Medical Knowledge 1: Micrographic Surgery | | | | |
|--|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of surgically relevant normal anatomy and physiology, and principles of wound healing | Demonstrates knowledge of surgically relevant anatomic variations and peri-operative considerations | With assistance, identifies surgically relevant anatomic variations and peri-operative considerations, and alters patient management accordingly | Independently identifies surgically relevant anatomic considerations and peri-operative considerations, and alters patient management accordingly | Significantly contributes to the surgical curriculum for a dermatology residency program or micrographic surgery and dermatologic oncology fellowship |
| <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: Cutaneous Oncology | | | | |
|--|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates basic knowledge of cutaneous oncology | Demonstrates comprehensive knowledge of cutaneous oncology and clinical implications | With assistance, applies knowledge of common cutaneous oncology into medical decision making | Independently incorporates knowledge of complex cutaneous oncology into medical decision making | Recommends novel investigations based on knowledge of cutaneous oncology and clinical trials |
| <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> | | | | |

| 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 their families (simulated or actual) | Discloses patient safety events to patients and their 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 | 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 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 team members | Coordinates care of patients in complex clinical situations, effectively using the roles of the interprofessional team members | 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 the local population | Uses local resources effectively to meet the needs of a patient population and community | Participates in changing and adapting practice to provide for the needs of specific populations | Leads innovations and advocates for populations and communities with health care inequities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| 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 models | 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 models | 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 |
| <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: Accreditation, Compliance, and Quality | | | | |
|---|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge that laboratories must be accredited | Demonstrates knowledge of the components of laboratory accreditation and regulatory compliance, either through training or experience | Identifies the differences between accreditation and regulatory compliance; discusses the process for achieving accreditation and maintaining regulatory compliance | Participates in an internal or external laboratory inspection (actual or simulated) | Independently formulates a response for proficiency testing failures |
| Discusses the need for quality control and proficiency testing | Interprets quality data, charts, and trends, including proficiency testing results, with supervision | Discusses implications of proficiency testing failures | Performs analysis and review of proficiency testing failures and recommends a course of action, with oversight | |
| <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 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 to guide evidence-based care | Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients | Critically appraises and applies evidence, even in the face of uncertainty and conflicting evidence, to guide care tailored to the individual patient | Coaches others to critically appraise and apply evidence for complex patients, and/or participates in the development of guidelines |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <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 |
| 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 | Intentionally and consistently seeks performance data, with adaptability and humility | Role models consistently seeking performance data with adaptability and humility |
| Identifies the factors that contribute to gap(s) between expectations and actual performance | Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance | Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance | Challenges own assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance | Coaches others on reflective practice |
| Actively seeks opportunities to improve | Designs and implements a learning plan with prompting | Independently creates and implements a learning plan | Uses performance data to measure the effectiveness of the learning plan and, when necessary, improves it | Facilitates the design and implementing learning plans for others |
| <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 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 oneself 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 one's own professionalism lapses | Recognizes the need to seek help in managing and resolving complex ethical situations | Recognizes and uses appropriate resources for managing and resolving ethical dilemmas | 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 |
| <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: Accountability/Conscientiousness | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Responds promptly to requests or reminders to complete tasks</p> <p>Proactively ensures that the needs of patients are met</p> | <p>Performs routine tasks and responsibilities in a timely manner with appropriate attention to detail</p> <p>Takes responsibility for failure to complete tasks and responsibilities</p> | <p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Recognizes situations that may impact one's own ability to complete tasks and responsibilities in a timely manner</p> | <p>Mitigates situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p> <p>Implements strategies to enhance accountability of team members involved in patient care</p> | <p>Takes ownership of system outcomes and suggests revisions to the systems to enhance accountability</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |

| 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 | Independently develops and implements 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 own knowledge/skills and seeks help when appropriate | Proposes a plan to remediate or improve limits in one's own knowledge/skills | Independently develops and implements a plan to remediate or improve limits in one's own knowledge/skills | |
| <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>Uses language and non-verbal behavior to demonstrate respect and establish rapport with patients of different socioeconomic and cultural backgrounds</p> <p>Identifies common barriers (e.g., language, disability/hearing) to effective communication</p> <p>Identifies elements of shared decision making</p> | <p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers (e.g., health literacy, cultural differences) to effective communication</p> <p>Identifies the importance of engaging in shared decision making</p> | <p>Establishes a therapeutic relationship in challenging patient encounters, with guidance</p> <p>When prompted, reflects on conscious and unconscious biases while attempting to minimize communication barriers</p> <p>Uses shared decision making to make a personalized care plan, with guidance</p> | <p>Independently establishes a therapeutic relationship in challenging patient encounters</p> <p>Independently recognizes conscious and unconscious biases while attempting to proactively minimize communication barriers</p> <p>Independently uses shared decision making to make a personalized care plan</p> | <p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Independently uses shared decision making to make a personalized care plan when there is a high degree of uncertainty</p> |
| <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 2: Interprofessional and Team Communication | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes when a consultation is needed | Clearly communicates key reasons for a requested consultation | Confirms comprehension of consultant recommendations | Coordinates recommendations from different members of the health care team to optimize patient care | Role models flexible communication strategies that demonstrate one values 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 demonstrates that one 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 |
| <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>Accurately records information in the electronic health record (EHR) in a timely manner</p> <p>Safeguards protected health information by using appropriate communication channels</p> | <p>Demonstrates organized diagnostic and therapeutic reasoning through notes in the EHR</p> <p>Uses documentation tools and shortcuts (e.g., copy/paste) accurately and appropriately, per institutional policy</p> | <p>Concisely reports diagnostic and therapeutic reasoning in the EHR</p> <p>Appropriately selects and uses direct (e.g., telephone, in-person) and indirect (e.g., progress notes, texts, and inbox messages) forms of communication based on context</p> | <p>Communicates clearly, concisely, and in an organized written form, including anticipatory guidance</p> <p>Provides written or verbal communication (e.g., patient notes, email) that serves as an example for others to follow</p> | <p>Coaches others to improve written communication</p> <p>Guides departmental or institutional communication around policies and procedures</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |