# Dermatology Milestones
# for the Middle East

January 2019

The Dermatology Milestones for the Middle East

The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-I-accredited residency programs. The Milestones provide a framework for the assessment of the development of the resident in key dimensions of the elements of physician competency in a specialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

**Milestones Reporting**

This document presents milestones designed for programs to use in semi-annual review of resident performance and reporting to the ACGME-I. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME-I Competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for resident performance as a learner moves from entry into their program through graduation.

For each period, review and reporting will involve selecting milestone levels that best describe each resident's current performance and attributes. Milestones are arranged in numbered levels. Tracking from "Level 1" to "Level 5" is synonymous with moving from novice to expert in the specialty. These levels do not correspond with time in the educational program. Dependent upon previous education and experience, residents may enter a program at varying points in the Milestones.

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

> **Level 1:** The resident demonstrates milestones expected of one who has had some education in dermatology.

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

> **Level 3:** The resident continues to advance and demonstrate additional milestones; the resident consistently demonstrates the majority of milestones targeted for residency.

> **Level 4:** The resident has advanced so that he or she now substantially demonstrates the milestones targeted for residency. This level is designed as the graduation target.

> **Level 5:** The resident has advanced beyond performance targets set for residency and is demonstrating "aspirational" goals, which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional residents will reach this level.

**Additional Notes**

The "Level 4" Milestones are designed as the graduation *target* and *do not* represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the program director. Study of Milestones performance data will be required before the ACGME-I and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether Milestone data overall are of sufficient quality to be used for high-stakes decisions.

*Answers to Frequently Asked Questions about Milestones are posted on the ACGME-I website.*

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

## Systems-Based Practice 1: Patient Safety and Quality Improvement

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| Demonstrates knowledge of common patient safety events | Identifies system factors that lead to patient safety events | Participates in analysis of patient safety events (simulated or actual) | Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual) | Actively engages teams and processes to modify systems to prevent patient safety events |
| Demonstrates knowledge of how to report patient safety events | Reports patient safety events through institutional reporting systems (actual or simulated) | Participates in disclosure of patient safety events to patients and families (simulated or actual) | Discloses patient safety events to patients and families (simulated or actual) | Role models or mentors others in the disclosure of patient safety events |
| Demonstrates knowledge of basic quality improvement methodologies and metrics | Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation) | Participates in local quality improvement initiatives | Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project | Creates, implements, and assesses quality improvement initiatives at the institutional or community level |

Comments:

Not yet achieved 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<br><br>Identifies management options for common dermatologic conditions | Evaluates patients with common dermatologic conditions, with assistance<br><br>Manages patients with common dermatologic conditions, with assistance | Independently evaluates patients with common dermatologic conditions<br><br>Independently manages patients with common dermatologic conditions | Independently evaluates patients with complex dermatologic conditions<br><br>Independently manages patients with complex dermatologic conditions and/or comorbidities | Independently evaluates and manages patients with rare, atypical, or refractory dermatologic conditions |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments:

Not Yet Achieved Level 1 ☐

**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 Achieved Level 1  ☐

**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 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 | Performs micrographic surgery, flaps and grafts, or other advanced procedures |
| 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 Achieved Level 1 ☐

| 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 Achieved Level 1

| **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 | Evaluates patient and recommends interventions to meet patient goals for cosmetic care, with assistance | Independently evaluates routine patient and recommends interventions to meet patient goals for cosmetic care | Independently evaluates and counsels the patient with complex cosmetic concerns |
| | Describes available cosmetic treatments | Selects cosmetic treatment, with assistance | Delivers cosmetic treatment and manages complications, with assistance | Delivers cosmetic treatment and manages complications |

Comments:

Not Yet Achieved Level 1 ☐

| 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 Achieved Level 1 ▢

| **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 Achieved Level 1      ☐ | |

| **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 Achieved Level 1　　☐ | |

**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, and expected course of common, uncommon, and complex dermatologic disorders |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments:

Not Yet Achieved Level 1   ☐

| **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<br><br>Integrates visual diagnostic tools (e.g., dermoscopy), with assistance | Identifies subtle morphologic variability<br><br>Independently integrates visual diagnostic tools | Integrates visual diagnostic tools for a wide range of diagnoses of the skin, hair, and nails |

Comments:                Not Yet Achieved Level 1 ☐

| **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 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 Achieved 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 | Role models effective coordination of patient-centered care among different disciplines and specialties | Analyzes the process of care coordination and leads in the design and implementation of improvements |
| Identifies key elements for safe and effective transitions of care and 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 | Role 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 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 Achieved Level 1  ☐

**Systems-Based Practice 3:** Physician Role in Health Care Systems

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------|---------|---------|---------|---------|
| Identifies components of the complex health care system | Describes the physician's role and how the interrelated components of complex health care system impact patient care | Analyzes how personal practice affects the system (e.g., length of stay, readmission rates, clinical efficiency) | Manages the interrelated components of the complex health care systems for efficient and effective patient care | Advocates for or leads change to enhance systems for high value, efficient, and effective patient care |
| Describes basic health payment systems, including government, private, public, and uninsured care and different practice models | Delivers care informed by patient specific payment model | Uses shared decision making in patient care, taking into consideration payment models | Advocates for patient care understanding the limitations of each patient's payment model (e.g., community resources, patient assistance resources) | Participates in advocacy activities for health policy to better align payment systems with high value care |
| | | Identifies resources and effectively plans for transition to practice (e.g., information technology, legal, billing and coding, financial, personnel) | Describes basic elements needed to transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance) | |

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|---|---|---|---|

| Comments: | |
|-----------|---|
| | Not Yet Achieved 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 care for 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 Achieved 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) in order to inform goals | Seeks performance data episodically, with adaptability and humility | Intentionally seeks performance data consistently, with adaptability and humility | Role models consistently seeking performance data, with adaptability and humility |
| Identifies the factors that contribute to gap(s) between expectations and actual performance | Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance | Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance | Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance | Coaches others on reflective practice |
| Actively seeks opportunities to improve | Designs and implements a learning plan, with prompting | Independently creates and implements a learning plan | Uses performance data to measure the effectiveness of the learning plan and improves it as needed | Facilitates the design and implementation of learning plans for others |

Comments:                                                                                              Not Yet Achieved 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 | Analyzes complex situations using ethical principles | Recognizes and utilizes appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation) | Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution |
| Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics | Analyzes straightforward situations using ethical principles | Recognizes need to seek help in managing and resolving complex ethical situations | | |

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|---|---|---|---|

Comments:

Not Yet Achieved Level 1  ☐

**Professionalism 2:** Accountability/Conscientiousness

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------|---------|---------|---------|---------|
| Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future | Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations | Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations | Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner | Takes ownership of system outcomes |
| Responds promptly to requests or reminders to complete tasks and responsibilities | Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner | Proactively implements strategies to ensure that the needs of patients, teams, and systems are met | | |

Comments:

Not Yet Achieved Level 1  ☐

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| **Professionalism 3:** Self-Awareness and Help-Seeking | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes status of personal and professional well-being, with assistance | Independently recognizes status of personal and professional well-being | With assistance, proposes a plan to optimize personal and professional well-being | Independently develops a plan to optimize personal and professional well-being | Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations |
| Recognizes limits in the knowledge/skills of self or team, with assistance | Independently recognizes limits in the knowledge/skills of self or team | With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team | Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team | |
| | Demonstrates appropriate help-seeking behaviors | | | |
| | | | | |

Comments:

Not Yet Achieved Level 1 ☐

**Interpersonal and Communication Skills 1:** Patient- and Family-Centered Communication

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| Uses language and non-verbal behavior to demonstrate respect and establish rapport | Establishes a therapeutic relationship in straightforward encounters using active listening and clear language | Establishes a therapeutic relationship in challenging patient encounters | Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity | Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships |
| Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system | Identifies complex barriers to effective communication (e.g., health literacy, cultural) | When prompted, reflects on personal biases while attempting to minimize communication barriers | Independently recognizes personal biases while attempting to proactively minimize communication barriers | Role models self-awareness practice while identifying teaching a contextual approach to minimize communication barriers |
| Identifies the need to adjust communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options | Organizes and initiates communication with patients/families by introducing stakeholders, setting the agenda, clarifying expectations, and verifying an understanding of the clinical situation | With guidance, sensitively and compassionately delivers medical information; elicits patient/family values, goals and preferences; and acknowledges uncertainty and conflict | Independently uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan | Role models shared decision making in patient/family communication in situations with a high degree of uncertainty/conflict |

Comments:

Not Yet Achieved 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 | Communicates feedback and constructive criticism to superiors | Facilitates regular health care team-based feedback in complex situations |
| Uses language that values all members of the health care team | Communicates information effectively with all health care team members | Uses active listening to adapt communication style to fit team needs | | |
| | Solicits feedback on performance as a member of the health care team | Communicates concerns and provides feedback to peers and learners | | |

Comments:

Not Yet Achieved 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 patient record | Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record | Concisely reports diagnostic and therapeutic reasoning in the patient record | Communicates clearly, concisely, in a timely manner, and in an organized written form, including anticipatory guidance | Models feedback to improve others' written communication |
| Safeguards patient personal health information | Demonstrates accurate, timely, and appropriate use of documentation shortcuts | Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context | Produces written or verbal communication (e.g., patient notes, email, etc.) that serves as an example for others to follow | Guides departmental or institutional communication around policies and procedures |
| Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage) | Documents required data in formats specified by institutional policy | Uses appropriate channels to offer clear and constructive suggestions to improve the system | Initiates difficult conversations with appropriate stakeholders to improve the system | Facilitates dialogue regarding systems issues among larger community stakeholders (e.g., institution, health care system, field) |
| | Respectfully communicates concerns about the system | | | |

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments:

Not Yet Achieved Level 1   ☐