

Radiation Oncology Milestones for the Middle East



January 2019

The Radiation Oncology 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 competence in a specialty. They neither represent the entirety of the dimensions of the six domains of physician competence, 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 radiation oncology.

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 sub-competency 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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>
<div style="border: 1px solid black; padding: 5px;"> Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated. </div>		<div style="border: 1px solid black; padding: 5px;"> 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). </div>		

Patient Care 1: Lymphoma				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Acquires accurate and relevant history and performs a general physical examination; integrates pathology and imaging reports</p> <p>Identifies relevant anatomy</p> <p>Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions</p>	<p>Performs a detailed and directed history and physical examination; accurately stages a patient and designates prognostic factors</p> <p>Lists organs at risk; understands proper patient positioning and immobilization</p> <p>Recognizes toxicities/symptoms seen in lymphoma patients treated with radiotherapy</p> <p>With supervision, begins to contour target and normal tissue</p>	<p>Explains the main treatment options</p> <p>Designs blocks, contours target(s), and contours normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s)</p> <p>With supervision, manages patients with toxicities/symptoms seen in lymphoma patients treated with radiotherapy</p> <p>Describes evidences that supports the treatment plan</p>	<p>Makes a comprehensive treatment recommendation that is appropriate</p> <p>Designs blocks, contours target(s), and contours normal tissues accurately; critically evaluates treatment plan options</p> <p>Independently manages toxicities/symptoms seen in lymphoma patients treated with radiotherapy</p>	<p>Conducts clinical research</p> <p>Develops special expertise to treat and manage the most complex cases</p> <p>Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 2: Head and Neck				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires accurate and relevant history and performs a general physical examination	Performs a detailed directed history and physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors	Explains the main treatment options	Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports a comprehensive treatment plan	Conducts clinical research
Appropriately identifies relevant anatomy	Identifies treatment options	Outlines an appropriate comprehensive treatment plan regarding radiotherapy and other treatment modalities	Contours normal tissue and target(s) accurately; critically evaluates treatment plan options	Develops special expertise to treat and manage the most complex cases
Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions	Lists organs at risk; understands proper patient positioning and immobilization	Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s)	Independently manages patients with toxicities/symptoms seen in head and neck cancer patients treated with radiotherapy	Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms
	Recognizes toxicities/symptoms seen in head and neck cancer patients treated with radiotherapy	With supervision, manages patients with toxicities/symptoms seen in head and neck cancer patients treated with radiotherapy		
		Uses laryngoscope with minimal assistance		

	Starts using laryngoscope With supervision, begins to contour target and normal tissue						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Yet Achieved Level 1 <input type="checkbox"/>							

Patient Care 3: Genitourinary (GU)				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires accurate and relevant history and performs a general physical examination	Performs a detailed and directed history and physical examination including digital rectal exam; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors	Explains the main treatment options	Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan	Conducts clinical research
Identifies relevant anatomy	Lists organs at risk; understands proper patient positioning and immobilization	Designs blocks, contours target(s), and contours normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s)	Designs blocks, contours target(s), and contours normal tissues accurately; critically evaluates treatment plan options	Develops special expertise to treat and manage the most complex cases
Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions	Recognizes toxicities/symptoms seen in GU patients treated with radiotherapy With supervision, begins to contour target and normal tissue	With supervision, manages patients with toxicities/symptoms seen in GU patients treated with radiotherapy	Independently manages toxicities/symptoms seen in GU patients treated with radiotherapy	Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 4: Palliation				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires an accurate and relevant history and performs a general physical examination	Performs a detailed directed physical examination; performs accurate pain assessment; integrates pathology and imaging reports; accurately stages a patient and designate prognostic factors	Explains the main treatment options	Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan	Conducts clinical research
Identifies relevant anatomy	Recognizes toxicities/symptoms seen in the practice of palliative radiation oncology; is aware of options for pain management and end-of-life issues	With supervision, manages patients with toxicities/symptoms seen in patients treated with palliative radiotherapy, including pain issues	Independently manages toxicities/symptoms seen in patients treated with palliative radiotherapy	Demonstrates special expertise to treat and manage the most complex cases
Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions	With supervision, begins to contour target and normal tissue		Develops appropriate and effective pain management strategy that requires no modification by attending	Develops protocols to minimize toxicities/symptoms <i>or</i> has an exceptional understanding of management of toxicities/symptoms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 5: Breast				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires accurate and relevant history and performs a general physical examination	Performs a detailed directed physical examination; integrates pathology and imaging reports; accurately stages a patient and designate prognostic factors	Explains the main treatment options	Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan	Conducts clinical research
Identifies relevant anatomy	List organs at risk; understands proper patient positioning and immobilization	Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s)	Contours normal tissue and target(s) accurately; critically evaluates treatment plan options	Develops special expertise to treat and manage the most complex cases
Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions	Designs blocks; contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s)			Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

Patient Care 6: Gastrointestinal (GI)				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires accurate and relevant history and performs a general physical examination	Performs a detailed directed physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors	Explains the main treatment options	Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan	Conducts clinical research
Identifies relevant anatomy	Lists organs at risk; understands proper patient positioning and immobilization	Contours target(s)/normal tissues and delineates field borders with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s)	Contours target(s)/normal tissues and delineates field borders accurately; critically evaluates treatment plan options	Develops special expertise to treat and manage the most complex cases
Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions	Recognizes toxicities/symptoms seen in GI cancer patients treated with radiotherapy With supervision, begins to contour target and normal tissue	With supervision, manages patients with toxicities/symptoms seen in GI cancer patients treated with radiotherapy	Independently manages patients with toxicities/symptoms seen in GI cancer patients treated with radiotherapy	Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 7: Gynecologic (GYN)				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires accurate and relevant history and performs a general physical examination	Performs a detailed directed physical examination including gynecological exam; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors	Explains the main treatment options which may include observation or radiation	Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan	Conducts clinical research
Appropriately identifies relevant anatomy	Lists organs at risk; understands proper patient positioning and immobilization	Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s)	Describes details of radiation therapy; cites evidence-based practice guidelines or institutional standards	Develops special expertise to treat and manage the most complex cases
Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions	Recognizes toxicities/symptoms seen in GYN cancer patients treated with radiotherapy With supervision, begins to contour target and normal tissue	With supervision, manages patients with toxicities/symptoms seen in GYN cancer patients treated with radiotherapy	Contours normal tissue and target(s) accurately; critically evaluates treatment plan options	Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms

						Independently manages patients with toxicities/symptoms seen in GYN cancer patients treated with radiotherapy	
<input type="checkbox"/>	<input type="checkbox"/>						
Comments:						Not Yet Achieved Level 1	<input type="checkbox"/>

Patient Care 8: Lung				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires accurate and relevant history and performs a general physical examination	Performs a detailed directed physical examination; integrates pathology and imaging reports; accurately stages a patient and designate prognostic factors	Explains the main treatment options	Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan	Conducts clinical research
Identifies relevant anatomy	Lists organs at risk; understands proper patient positioning and immobilization	Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s)	Contours normal tissue and target(s) accurately; critically evaluates treatment plan options	Develops special expertise to treat and manage the most complex cases
Recognizes situations with a need for urgent or emergent medical care, including life- threatening conditions	Recognizes toxicities/symptoms seen in lung cancer patients treated with radiotherapy With supervision, begins to contour target and normal tissue	With supervision, manages patients with toxicities/symptoms seen in lung cancer patients treated with radiotherapy	Independently manages patients with toxicities/symptoms seen in lung cancer patients treated with radiotherapy	Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 9: Adult Brain Tumor				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires accurate and relevant history and performs a general physical examination	Performs a detailed directed physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors	Explains the main treatment options	Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan	Conducts clinical research
Identifies relevant anatomy	Lists normal tissue at risk; understands proper patient positioning and immobilization	Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s)	Contours normal tissue and target(s) accurately; critically evaluates treatment plan options	Develops special expertise to treat and manage the most complex cases
Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions	Recognizes toxicities/symptoms seen in patients with brain tumors treated with radiotherapy With supervision, begins to contour target and normal tissue	With supervision, manages toxicities/symptoms seen in patients with brain tumors treated with radiotherapy	Independently manages patients with toxicities/symptoms seen in patients with brain tumors treated with radiotherapy	Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms
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Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 10: Brachytherapy				
Level 1	Level 2	Level 3	Level 4	Level 5
Observes patients undergoing brachytherapy	Selects appropriate patients and understands relevant radiation safety protocols and procedures	Plans and performs brachytherapy with minimal faculty member assistance	Is able to independently plan and perform brachytherapy appropriately	Exceptional technical performance of brachytherapy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

Patient Care 11: Stereotactic Radiosurgery (SRS)/Stereotactic Body Radiotherapy (SBRT)				
Level 1	Level 2	Level 3	Level 4	Level 5
Observes patients undergoing SRS/SBRT	Selects appropriate patients and understands relevant radiation safety protocols and procedures	Plans and performs SRS/SBRT with minimal faculty member assistance	Is able to independently plan and perform SRS/SBRT appropriately	Conducts clinical research
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

Medical Knowledge 1: Medical Physics				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of medical physics in radiation oncology	Understands basic concepts of medical physics	Applies concepts of medical physics to clinical situations	Thoroughly understands medical physics concepts for safe delivery of radiation therapy	Conducts medical physics research
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

Medical Knowledge 2: Radiation/Cancer Biology				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of radiation/cancer biology in radiation oncology	Understands basic concepts of radiation/cancer biology	Applies concepts of radiation/cancer biology to clinical situations	Thoroughly understands radiation/cancer biology concepts for safe delivery of radiation therapy	Performs radiation/cancer biology research
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies components of the complex health care system</p> <p>Describes basic health payment systems, including government, private, public, and uninsured care and different practice models</p>	<p>Describes the physician's role and how the interrelated components of complex health care system impact patient care</p> <p>Delivers care informed by patient specific payment model</p>	<p>Analyzes how personal practice affects the system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Uses shared decision making in patient care, taking into consideration payment models</p> <p>Identifies resources and effectively plans for transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)</p>	<p>Manages the interrelated components of the complex health care systems for efficient and effective patient care</p> <p>Advocates for patient care understanding the limitations of each patient's payment model (e.g., community resources, patient assistance resources)</p> <p>Describes basic elements needed to transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance)</p>	<p>Advocates for or leads change to enhance systems for high-value, efficient, and effective patient care</p> <p>Participates in advocacy activities for health policy to better align payment systems with high-value care</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accepts responsibility for personal and professional development by establishing goals</p> <p>Identifies the factors that contribute to gap(s) between expectations and actual performance</p> <p>Actively seeks opportunities to improve</p>	<p>Demonstrates openness to performance data (feedback and other input) in order to inform goals</p> <p>Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance</p> <p>Designs and implements a learning plan, with prompting</p>	<p>Seeks performance data episodically, with adaptability and humility</p> <p>Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</p> <p>Independently creates and implements a learning plan</p>	<p>Intentionally seeks performance data consistently, with adaptability and humility</p> <p>Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance</p> <p>Uses performance data to measure the effectiveness of the learning plan and, when necessary, improves it</p>	<p>Role models consistently seeking performance data, with adaptability and humility</p> <p>Coaches others on reflective practice</p> <p>Facilitates the design and implementation of learning plans for others</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies and describes potential triggers for professionalism lapses</p> <p>Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers</p> <p>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics</p>	<p>Demonstrates insight into professional behavior in routine situations</p> <p>Takes responsibility for own professionalism lapses</p> <p>Analyzes straightforward situations using ethical principles</p>	<p>Demonstrates professional behavior in complex or stressful situations</p> <p>Analyzes complex situations using ethical principles</p> <p>Recognizes need to seek help in managing and resolving complex ethical situations</p>	<p>Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others</p> <p>Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)</p>	<p>Coaches others when their behavior fails to meet professional expectations</p> <p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future</p> <p>Responds promptly to requests or reminders to complete tasks and responsibilities</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p>	<p>Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p>	<p>Takes ownership of system outcomes</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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 Demonstrates appropriate help-seeking behaviors	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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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</p> <p>Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system</p> <p>Identifies the need to adjust communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers to effective communication (e.g., health literacy, cultural)</p> <p>Organizes and initiates communication with patients/families by introducing stakeholders, setting the agenda, clarifying expectations, and verifying an understanding of the clinical situation</p>	<p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p> <p>With guidance, sensitively and compassionately delivers medical information; elicits patient/family values, goals and preferences; and acknowledges uncertainty and conflict</p>	<p>Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p> <p>Independently uses shared decision making to align patient/family values, goals, and preferences with treatment options 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>Role models self-awareness practice while identifying teaching a contextual approach to minimize communication barriers</p> <p>Role models shared decision making in patient/family communication in situations with a high degree of uncertainty/conflict</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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 Solicits feedback on performance as a member of the health care team	Uses active listening to adapt communication style to fit team needs Communicates concerns and provides feedback to peers and learners		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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) 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 Respectfully communicates concerns about the system	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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>