



Psychiatry Milestones

ACGME International, Inc. (ACGME-I)



Second Revision: March 2023

First Revision: May 2017

Psychiatry Milestones

The Milestones are designed only for use in evaluation of residents and fellows in the context of their participation in ACGME-I-accredited residency and fellowship programs. The Milestones provide a framework for the assessment of the development of the resident or 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 competence, nor are they designed to be relevant in any other context.

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident or fellow performance, and then report to the ACGME-I. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME-I Competencies organized in a developmental framework. The narrative descriptions are targets for resident/fellow performance throughout the educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert resident or 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, more junior residents/fellows may achieve higher levels early in their educational program just as more senior residents/fellows may be at a lower level later in their educational program. There is no predetermined timing for a resident or fellow to attain any particular level. Residents and 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 resident/fellow.

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

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 the Milestones as a sole assessment in high-stakes decisions. Level 5 is designed to represent an expert resident or 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. ACGME-I and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Examples are provided for some milestones within this document. Note: The examples are not the required element or outcome; they are provided as a way to share the intent of the element.

Some milestone descriptions include statements about performing independently. These activities must occur in conformance with ACGME-I supervision guidelines as described in the applicable Program Requirements, as well as with institutional and program policies. For example, a resident who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide more context regarding the intent of each subcompetency, as well as examples for each level, assessment methods or tools, and other resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee; it is not meant to demonstrate any required element or outcome.

The diagram below presents an example set of milestones for one subcompetency in the same format as the ACGME-I Report Worksheet. For each reporting period, a resident's/fellow's performance on the milestones within each subcompetency will be indicated by selecting the Milestones Level that best describes that individual'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 their families (simulated or actual)	Discloses patient safety events to patients and their 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 Completed Level 1 <input type="checkbox"/>				

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Patient Care 1: Psychiatric Evaluation A: Gathers and organizes findings from the patient interview and mental status examination B: Gathers and organizes data from collateral sources C: Screens for risk and integrates risk assessment into the patient evaluation				
Level 1	Level 2	Level 3	Level 4	Level 5
Collects general medical and psychiatric history and completes a mental status examination Collects relevant information from collateral sources Screens for risk of harm to self, to others, or by others	Efficiently acquires an accurate and relevant history and performs a targeted examination customized to the patient's presentation Selects appropriate laboratory and diagnostic tests Engages in a basic risk assessment and basic safety planning	Uses hypothesis-driven information gathering to obtain complete, accurate, and relevant history Interprets collateral information and test results to determine necessary additional steps Incorporates risk and protective factors into the assessment of imminent, short-, and long-term patient safety and the safety of others	Elicits and observes subtle and unusual findings Interprets collateral information and test results to determine necessary additional steps in the evaluation of complex conditions Incorporates risk and protective factors into the assessment of complex patient presentations, including eliciting information not readily offered by the patient	Serves as a role model for gathering subtle and accurate findings from the patient and collateral sources Serves as a role model for risk assessment
<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 2: Psychiatric Formulation and Differential Diagnosis A: Organizes and summarizes findings and generates differential diagnosis B: Identifies contributing factors and contextual features and creates a formulation C: Uses the emotional responses of clinician and patient as diagnostic information				
Level 1	Level 2	Level 3	Level 4	Level 5
Organizes and accurately summarizes information obtained from the patient evaluation to develop a clinical impression Recognizes that biological, psychosocial, and developmental/life cycle factors play a role in a patient's presentation Recognizes that clinicians have emotional responses to patients	Integrates information from the most relevant sources to develop a basic differential diagnosis for common patient presentations Identifies the biological, psychosocial, and developmental/life cycle factors that contribute to a patient's presentation Recognizes that clinicians' emotional responses have diagnostic value	Develops a thorough and prioritized differential diagnosis while avoiding premature closure for a range of patient presentations Synthesizes all information into a concise but comprehensive formulation, taking into account biological, psychosocial, and developmental/life cycle factors Begins to use the clinician's emotional responses to the patient to aid formulation	Develops differential diagnoses in complex cases and incorporates subtle, unusual, or conflicting findings Develops formulations based on multiple conceptual models Integrates clinician's and patient's emotional responses into the diagnosis and formulation	Serves as a role model in the development of accurate and complete differential diagnoses and formulations
<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: Treatment Planning and Management A: Creates treatment plan B: Monitors and revises treatment when indicated C: Incorporates the use of community resources				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies potential biopsychosocial treatment options	Engages the patient in the selection of evidence-based biopsychosocial treatment, recognizing that comorbid conditions and side effects impact treatment	Applies an understanding of psychiatric, neurologic, and medical comorbidities in the management of common presentations	Devises individualized treatment plan for complex presentations; integrates multiple modalities and practitioners in a comprehensive approach	Supervises treatment planning of other learners and multidisciplinary practitioners
Recognizes that acuity affects level of care and treatment monitoring	Selects the most appropriate level of care based on acuity and monitors treatment adherence and response	Selects the most appropriate interventions, treatments, and adjustments in treatment in common presentations based on consideration of patient factors and acuity	Selects the most appropriate interventions, treatments, and adjustments in treatment in complex presentations based on consideration of patient factors and acuity	
Gives examples of community resources	Coordinates care with community resources	Incorporates support and advocacy groups in treatment planning	Locates and connects patients to community resources in complex and difficult situations	Participates in the creation or administration of community-based programs
<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: Psychotherapy A: Establishes therapeutic alliance and manages boundaries B: Selects, sets goals, and provides psychotherapies including supportive, psychodynamic, and cognitive-behavioral C: Manages therapeutic process				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Establishes a working relationship with patients, demonstrating interest and empathy</p> <p>Lists the three core psychotherapies</p> <p>Accurately identifies patient emotions, particularly sadness, anger, and fear</p>	<p>Establishes a bounded therapeutic alliance with patients with uncomplicated problems</p> <p>Uses the common factors of psychotherapy in providing supportive therapy to patients</p> <p>Identifies and reflects the core feelings and key issues for the patient during the session</p>	<p>Establishes and maintains a therapeutic alliance with patients with uncomplicated problems, and can recognize and avoid boundary violations</p> <p>Provides selected psychotherapies (including supportive, psychodynamic, and cognitive-behavioral), sets goals, and integrates therapy with other treatment modalities</p> <p>Identifies and reflects the core feelings, key issues, and what the issues mean to the patient during the session, while managing the emotional content and feelings elicited</p>	<p>Establishes and maintains therapeutic alliance with patients with complicated problems, and can anticipate and appropriately manage boundary violations</p> <p>Selects appropriate psychotherapeutic modality based on case formulation, tailors the therapy to the patient, and provides psychotherapy (at least supportive and one of psychodynamic or cognitive-behavioral) to complex patients</p> <p>Identifies and reflects the core feelings, key issues, and what the issues mean to the patient within and across sessions</p>	<p>Assesses and can help repair troubled alliances and/or boundary difficulties between junior residents and their patients</p> <p>Tailors psychotherapeutic treatment based on awareness of own skill sets, strengths, and limitations</p> <p>Links feelings, recurrent/central themes/schemas, and their meaning to the patient as they shift within and across sessions</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"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 5: Somatic Therapies (Including Psychopharmacology and Neurostimulation Therapies) A: Understands the mechanisms of action, indications, and evidence base for somatic therapies and appropriately applies them to patient care B: Educates patients about somatic therapies, including access to accurate psychoeducational resources C: Appropriately monitors patient's response to treatment				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Lists commonly used somatic therapies and their indications to target specific psychiatric symptoms</p> <p>Reviews with the patient general indications and common adverse effects for commonly prescribed drugs and other somatic treatments</p> <p>Lists key baseline assessments necessary before initiating somatic treatments to ensure patient safety</p>	<p>Appropriately prescribes commonly used somatic therapies and understands their mechanism of action</p> <p>Appropriately uses educational and other resources to support the patient and optimize understanding and adherence</p> <p>Obtains baseline assessments necessary before initiating treatment with commonly used somatic therapies</p>	<p>Researches, cites, and starts to apply the evidence base when developing treatment plans that include somatic therapies</p> <p>Explains mechanisms of action and the body's response to commonly prescribed drugs and other somatic treatments (including drug metabolism) to patients/families</p> <p>Monitors relevant assessments and adverse effects throughout treatment and incorporates findings from the literature into treatment strategy</p>	<p>Consistently applies the evidence base when developing treatment plans that include somatic therapies, including with complex or treatment-refractory cases</p> <p>Explains less common somatic treatment choices to patients/families in terms of proposed mechanisms of action, potential risks and benefits, and the evidence base</p> <p>Manages adverse effects and safety concerns in complex or treatment refractory cases</p>	<p>Manages complex combinations of somatic therapies and considers novel approaches</p> <p>Leads the development of novel patient educational processes or materials</p> <p>Incorporates new developments in the evidence base into treatment to optimize safety, minimize adverse effects, and improve response</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"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 6: Clinical Consultation				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation	Clearly and concisely requests a consultation	Applies consultant recommendations judiciously to patient care	Critically appraises and integrates diverse recommendations	Contributes to identifying and rectifying flaws of consultation system
Respectfully receives a consultation request	Clearly and concisely responds to a consultation request	Assists consulting team in identifying unrecognized clinical care issues and provides relevant recommendations, checking for understanding	Manages complicated and challenging consultation requests	Leads consultation-liaison psychiatry teams
	Demonstrates understanding of the consultation model, including liaison function	Demonstrates understanding of models of integrated multidisciplinary mental health and primary care	Collaborates skillfully with practitioners from other disciplines in medical settings	Serves as a leader of integrated care teams or implementation projects
<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 1: Development through the Life Cycle (Including the Impact of Psychopathology on the Trajectory of Development and Development on the Expression of Psychopathology) A: Knowledge of human development B: Knowledge of pathological and environmental influences on development				
Level 1	Level 2	Level 3	Level 4	Level 5
Conceptualizes development as occurring in stages throughout the life cycle Recognizes major deviations from typical development	Describes the basic stages of typical biological, sociocultural, sexual, and cognitive development throughout the life cycle Gives examples of biological, psychological, sociocultural, cognitive, and sexual factors that contribute to a shift toward an atypical developmental trajectory	Explains developmental tasks and transitions throughout the life cycle, using multiple conceptual models Describes the influence of biological, psychological, sociocultural, cognitive, and sexual factors on atypical personality development and psychopathology	Articulates an integrated understanding of typical development Describes how acquiring and losing specific capacities can influence the expression of psychopathology	Incorporates new knowledge into own understanding of typical and atypical development
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 2: Psychopathology (Includes Knowledge of Diagnostic Criteria, Epidemiology, Pathophysiology, Course of Illness, Comorbidities, and Differential Diagnosis of Psychiatric Disorders, Including Substance Use Disorders and Presentation of Psychiatric Disorders across the Life Cycle and in Diverse Patient Populations) A: Knowledge to identify and treat psychiatric conditions B: Knowledge at the interface of psychiatry and the rest of medicine				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the major psychiatric diagnostic categories Gives examples of interactions between medical and psychiatric symptoms and disorders	Demonstrates sufficient knowledge to identify and assess common psychiatric conditions Demonstrates sufficient knowledge to identify common medical conditions in psychiatric patients	Demonstrates sufficient knowledge to identify and treat common psychiatric conditions throughout the life cycle Applies knowledge to identify and treat common psychiatric symptoms due to other medical illness	Demonstrates sufficient knowledge to identify and treat atypical and complex psychiatric conditions throughout the life cycle Applies knowledge to identify and treat a wide range of psychiatric conditions in patients with comorbid medical disorders and ensures treatment of medical conditions in psychiatric patients	Applies knowledge to identify and manage uncommon conditions at the interface of psychiatry and medicine
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 3: Clinical Neuroscience (Includes Knowledge of Neurology, Neuropsychiatry, Neurodiagnostic Testing, and Relevant Neuroscience and their Application in Clinical Settings) A: Neurodiagnostic and neuropsychological testing B: Neuropsychiatric comorbidity C: Application of neuroscientific findings in psychiatry				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Lists commonly available neuroimaging, neurophysiologic, and neuropsychological tests</p> <p>Describes basic components and functions of the nervous system</p> <p>Describes basic features of common neurologic disorders</p>	<p>Describes indications for common neuroimaging, neurophysiologic, and neuropsychological tests</p> <p>Describes major neurobiological processes underlying common psychiatric illness</p> <p>Describes the interplay between psychiatric and neurologic disorders</p>	<p>Identifies the significance of findings in routine neuroimaging, neurophysiologic, and neuropsychological tests</p> <p>Explains how neurobiological processes are included in a case formulation</p> <p>Identifies common comorbidities of psychiatric and neurologic disorders</p>	<p>Correlates the significance of neuroimaging, neurophysiological, and neuropsychological testing results to case formulation and treatment planning</p> <p>Correlates neurobiological processes into case formulation and treatment planning</p> <p>Synthesizes knowledge of psychiatric and neurologic comorbidities for case formulation and treatment</p>	<p>Integrates recent neuroimaging, neurophysiologic, and neuropsychological tests research into understanding of psychopathology</p> <p>Engages in scholarly activity related to neuroscience and psychiatric disorders</p> <p>Integrates recent research into understanding of the interface between neurology and psychiatry</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"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 4: Psychotherapy A: Fundamentals B: Practice and indications C: Evidence base				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies psychotherapy as an effective modality of treatment	Describes the common elements across psychotherapeutic modalities	Identifies the central theoretical principles across the three core psychotherapeutic modalities: supportive, psychodynamic, cognitive-behavioral	Explains the theoretical mechanisms of therapeutic change in each of the three core modalities	Incorporates new theoretical developments into knowledge base
Describes the basic framework of a psychotherapeutic experience	Lists the basic indications and benefits of using psychotherapy	Identifies the techniques of the three core individual psychotherapies	Compares the selection criteria and potential risks and benefits of the three core individual psychotherapies	Demonstrates sufficient evidence-based knowledge of core individual therapies to teach others
Lists the three core psychotherapy modalities	Describes the evidence for one core psychotherapy modality	Summarizes the evidence base for the three core individual psychotherapies	Analyzes the evidence base for combining psychotherapy and pharmacotherapy	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Systems-Based Practice 1: Patient Safety 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 their families (simulated or actual)	Discloses patient safety events to patients and their 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: <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
<p>Demonstrates knowledge of care coordination</p> <p>Identifies key elements for safe and effective transitions of care and hand-offs</p>	<p>Coordinates care of patients in routine clinical situations, effectively utilizing the roles of the interprofessional teams</p> <p>Performs safe and effective transitions of care/hand-offs in routine clinical situations</p>	<p>Coordinates care of patients in complex clinical situations, effectively utilizing the roles of the interprofessional teams</p> <p>Performs safe and effective transitions of care/hand-offs in complex clinical situations</p>	<p>Role models effective coordination of patient-centered care among different disciplines and specialties</p> <p>Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings</p>	<p>Analyzes the process of care coordination and leads in the design and implementation of improvements</p> <p>Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes</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>				

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)</p> <p>Describes the principles of cost-effective care</p>	<p>Describes how components of a complex health care system are interrelated, and how this impacts patient care</p> <p>Delivers care with consideration of each patient's payment model</p>	<p>Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Engages with patients in shared decision making, informed by cost-effective care principles</p>	<p>Manages various components of the complex health care system to provide efficient and effective patient care and transition of care</p> <p>Advocates for patient care needs (e.g., community resources, patient assistance resources) regardless of ability to pay</p>	<p>Advocates for or leads systems change that enhances high value, efficient, and effective patient care and transition of care</p> <p>Participates in health policy advocacy activities</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>				

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and use available evidence, and incorporate patient preferences and values in order to take care of a routine patient	Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients	Critically appraises and applies evidence, even in the face of uncertainty and conflicting evidence, to guide care tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex patients, and/or participates in the development of guidelines
<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
<p>Accepts responsibility for personal and professional development by establishing goals</p> <p>Identifies the factors which 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 which 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"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

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>Recognizes need to seek help in managing and resolving complex ethical situations</p> <p>Analyzes complex situations using ethical principles</p>	<p>Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others</p> <p>Recognizes and utilizes 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"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

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"/>
<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
<p>Recognizes status of personal and professional well-being, with assistance</p> <p>Recognizes limits in the knowledge/skills of self or team, with assistance</p>	<p>Independently recognizes status of personal and professional well-being</p> <p>Independently recognizes limits in the knowledge/skills of self or team and demonstrates appropriate help-seeking behaviors</p>	<p>With assistance, proposes a plan to optimize personal and professional well-being</p> <p>With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team</p>	<p>Independently develops a plan to optimize personal and professional well-being</p> <p>Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team</p>	<p>Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations</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>				

Interpersonal and Communication Skills 1: Patient and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses language and nonverbal 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 patient/family by introducing stakeholders, setting the agenda, clarifying expectations, and verifying 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 while identifying a contextual approach to minimize communication barriers</p> <p>Role models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict</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>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation	Clearly and concisely requests a consultation	Checks own understanding of consultant recommendations	Coordinates recommendations from different members of the health care team to optimize patient care	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Respectfully receives a consultation request	Clearly and concisely responds to a consultation request	Checks understanding of recommendations when providing consultation		
Uses language that values all members of the health care team	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	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
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, timely, 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 Documents required data in formats specified by institutional policy	Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Achieves 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)	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 (institution, health care system, field)
<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>				