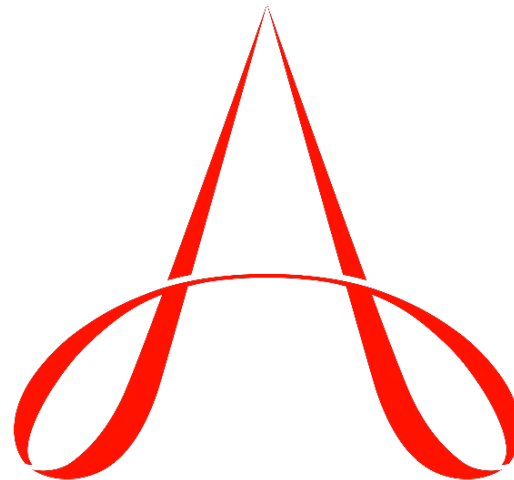




Nephrology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Second Revision: March 2020

First Revision: October 2014

Nephrology Milestones

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

Nephrology Milestones

Work Group

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American Board of Internal Medicine

American Society of Nephrology

Review Committee for Internal Medicine

Understanding Milestone Levels and Reporting

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

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in his/her educational program just as a senior fellow may be at a lower level later in his/her educational program. There is no predetermined timing for a resident to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

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

Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

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

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

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On www.acgme.org, choose the applicable specialty under the “Specialties” menu, then select the “Milestones” link in the lower navigation bar.

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

Patient Care 1: Acute Kidney Injury (AKI)				
Level 1	Level 2	Level 3	Level 4	Level 5
Creates a basic differential diagnosis for patients with AKI using the history and physical exam	Formulates a comprehensive differential diagnosis for patients with AKI using a focused history and physical exam	Formulates a prioritized differential diagnosis for patients with AKI	Independently formulates a prioritized differential diagnosis for patients with common and uncommon causes of AKI	Independently formulates a prioritized differential diagnosis with consideration of rare or newly recognized causes of AKI
Develops a basic diagnostic plan	Recommends diagnostic testing to inform the differential diagnosis	Interprets diagnostic test results, including evaluation of urine sediment, laboratory and imaging studies, and kidney biopsy	Independently interprets and integrates diagnostic test results	Identifies indications for ordering advanced diagnostic studies
Develops a basic management plan	Identifies patients who need urgent treatment, including dialysis and medication adjustment	Develops and implements a management plan, including dialysis modality selection and/or disease-specific treatment	Independently develops and implements a management plan with consideration of patient acuity and complexity	Formulates management plan incorporating novel therapies
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

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: Acute Kidney Injury				
Level 1	Level 2	Level 3	Level 4	Level 5
Creates a basic differential diagnosis for patients with acute kidney injury using the history and physical exam	Formulates a comprehensive differential diagnosis for patients with acute kidney injury using a focused history and physical exam	Formulates a prioritized differential diagnosis for patients with acute kidney injury	Independently formulates a prioritized differential diagnosis for patients with common and uncommon causes of acute kidney injury	Independently formulates a prioritized differential diagnosis with consideration of rare or newly recognized causes of acute kidney injury
Develops a basic diagnostic plan	Recommends diagnostic testing to inform the differential diagnosis	Interprets diagnostic test results, including evaluation of urine sediment, laboratory and imaging studies, and kidney biopsy	Independently interprets and integrates diagnostic test results	Identifies indications for ordering advanced diagnostic studies
Develops a basic management plan	Identifies patients who need urgent treatment, including dialysis and medication adjustment	Develops and implements a management plan, including dialysis modality selection and/or disease-specific treatment	Independently develops and implements a management plan with consideration of patient acuity and complexity	Formulates a management plan incorporating novel therapies
<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: Chronic Dialysis Therapy				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists the indication(s) for initiation of chronic dialysis	Selects appropriate dialysis modality and writes patient-specific hemodialysis and peritoneal dialysis prescriptions	Modifies a dialysis prescription based on patient assessment	Independently manages patients receiving dialysis	Identifies the complexities of providing quality care to a population of patients receiving dialysis
Lists common complications in patients on chronic dialysis	Assesses for common complications of chronic dialysis	Treats common complications of chronic dialysis	Independently anticipates and manages common and uncommon complications of chronic dialysis	Anticipates and manages the breadth of comorbid medical and technical complications in the patient on dialysis, including when dialysis is not appropriate
Identifies types of dialysis access and common access complications	Performs basic assessment of dialysis accesses	Develops a diagnostic and therapeutic plan for management of common access complications	Develops a diagnostic and therapeutic plan for management of uncommon access complications	
<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"/>

Patient Care 3: Chronic Kidney Disease				
Level 1	Level 2	Level 3	Level 4	Level 5
Develops a differential diagnosis of causes of chronic kidney disease	Expands the differential diagnosis based on specific history/physical information	Reformulates the differential diagnosis as necessary for atypical disease presentations	Independently diagnoses common and uncommon causes of chronic kidney disease	Independently recognizes rare and newly described causes of chronic kidney disease
Develops a basic diagnostic plan for patients with chronic kidney disease	Modifies the diagnostic plan based on evolving clinical data for patients with chronic kidney disease	Identifies patients with chronic kidney disease who require more evaluation, including kidney biopsy	Identifies indications for ordering advanced or novel diagnostic studies	
Identifies stages of chronic kidney disease and how it relates to patient prognosis	Develops a management plan to slow chronic kidney disease progression	Develops a management plan for chronic kidney disease complications and discusses treatment options	Independently leads the preparation for the next steps in management of progressive chronic kidney disease and integrates patient-specific goals of care	Identifies candidates for enrollment in research and novel and emerging therapies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 4: Transplant				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses indications and contraindications for kidney transplantation	Identifies and counsels patients and families regarding kidney transplant candidacy and the evaluation process	Manages stable ambulatory post-transplant patients	Independently manages stable and unstable post-transplant patients	Identifies opportunities to improve kidney transplantation access and outcomes
Identifies the presence of kidney allograft dysfunction	Generates a differential diagnosis for common causes of kidney allograft dysfunction	Generates a differential diagnosis for uncommon causes of kidney allograft dysfunction and an initial management plan for common causes of kidney allograft dysfunction	Independently generates a differential diagnosis and management plan for uncommon causes of kidney allograft dysfunction	Identifies novel and emerging therapies for immunosuppression and transplant dysfunction
Lists indications for common kidney transplant immunosuppressive medications	Identifies common and uncommon complications of immunosuppressive medications	Manages immunosuppressive medications, including common complications and drug interactions	Independently manages immunosuppressive medications, including patients with allograft dysfunction and failure	
<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"/>

Patient Care 5: Fluid and Electrolytes				
Level 1	Level 2	Level 3	Level 4	Level 5
Creates a differential diagnosis and initial management plan	Develops a comprehensive differential diagnosis, recommends initial diagnostic testing, and identifies patients who require urgent treatment	Develops a prioritized differential diagnosis, interprets diagnostic test results, and implements a comprehensive management plan	Independently formulates a differential diagnosis, including common and uncommon causes, and adjusts management plan based on patient response	Independently and effectively manages unusual, rare, or complex fluid and/or electrolyte disorder(s)
<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"/>

Patient Care 6: Hypertension				
Level 1	Level 2	Level 3	Level 4	Level 5
Diagnoses and manages hypertension, proposes initial evaluation for secondary causes, and recognizes hypertensive emergencies	Develops a differential diagnosis, evaluates causes of secondary and resistant hypertension, and proposes a management plan	Interprets the results of specialized testing for secondary and resistant hypertension, and adjusts management plan based on treatment results and patient comorbidity	Independently develops and implements a management plan for secondary and resistant hypertension, and adjusts therapy based on patient acuity and complexity	Independently and effectively manages unusual, rare, or complex presentations of hypertension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 7: Competence in Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the indications for and assists with all procedures	Performs procedures, with direct supervision	Competently performs procedures, with indirect supervision	Proficiently and independently performs procedures	Serves as an educational resource for procedures and their complications
Discusses potential procedural complications	Recognizes complications of procedures and enlists help	Manages complications of procedures, with supervision	Anticipates and independently manages complications of procedures	
<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

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

_____ Yes _____ No _____ Conditional on Improvement

Medical Knowledge 1: Physiology and Pathophysiology				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key clinical physiological and pathophysiological concepts	Demonstrates knowledge of more complex clinical physiology and pathophysiology	Applies knowledge of common clinical pathophysiology to diagnosis and management	Integrates knowledge of advanced clinical pathophysiology with diagnosis and management	Researches newly described and emerging clinical physiology and pathophysiology concepts
Identifies key basic science concepts (e.g., histopathology, immunology, genetics, molecular biology)	Demonstrates knowledge of more complex basic science concepts	Applies knowledge of basic science concepts of common diseases to diagnosis and management	Integrates knowledge of advanced basic science concepts of less common diseases with diagnosis and management	Researches newly described and emerging basic science concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 2: Pharmacology and Therapeutics				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of pharmacology	Recognizes the effect of kidney disease on pharmacokinetics of medications	Monitors and adjusts the choice and dosing of common medications	Monitors and adjusts the choice and dosing of uncommon medications	Demonstrates advanced knowledge of pharmacology of novel therapeutic agents
Recognizes kidney toxicity of common medications and effects of intoxicants	Employs strategies to minimize drug toxicity in common scenarios	Employs strategies to minimize drug toxicity in complex scenarios	Identifies strategies to manage drug toxicities and acute intoxications	
<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 3: Diagnostic Testing in Kidney Disease				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes indications, risks, and benefits for basic diagnostic testing	Provides interpretation of basic diagnostic testing results	Recognizes indications, risks, and benefits for advanced diagnostic testing	Independently interprets advanced diagnostic testing	Recognizes emerging applications of novel diagnostic testing technologies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge

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

_____ Yes _____ No _____ Conditional on Improvement

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	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 monitor systems to prevent patient safety events
Understands the importance of reporting patient safety events	Demonstrates knowledge of how to report patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Empathically 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	Participates in local quality improvement initiatives	Demonstrates the skills required to implement and analyze a quality improvement project, including in dialysis management	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/hand-offs</p>	<p>Coordinates care of patients in routine clinical situations effectively using the roles of interprofessional teams within nephrology</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 using the roles of interprofessional teams within nephrology</p> <p>Performs safe and effective transitions of care/hand-offs in complex clinical situations</p>	<p>Demonstrates effective coordination of patient-centered care across different disciplines and specialties</p> <p>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>Advances 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: Population Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of population and community health needs	Identifies specific population and community health needs 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 specific health care needs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 4: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system	Describes how components of a complex health care system are interrelated, and how this impacts patient care	Discusses how individual practice affects the broader system	Manages various components of the complex health care system to provide efficient and effective patient care and transitions of care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transitions of care
Describes basic health payment systems, including practice models	Delivers care with consideration of each patient's payment model	Engages with patients in shared decision making, informed by each patient's payment models	Advocates for patient care needs with consideration of the limitations of each patient's payment model	Participates in health policy advocacy activities
<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

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

_____ Yes _____ No _____ Conditional on Improvement

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and use available evidence, and incorporates 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: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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

Practice-Based Learning and Improvement

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

_____ Yes _____ No _____ Conditional on Improvement

Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Recognizes potential triggers and takes responsibility for professionalism lapses	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
Demonstrates use of the ethical principles underlying informed consent, surrogate decision making, advance directives, and confidentiality	Uses ethical principles to address error disclosure and stewardship of limited resources	Analyzes complex situations using ethical principles, and seeks help when necessary	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas (e.g., ethics consultations, literature review, risk management/legal consultation)	Serves as a resource for others to help work through complex ethical 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>				

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 training requirements are met as assigned</p>	<p>Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner and offers to help</p>	<p>Offers and implements strategies to make systems-level care responsibilities more efficient</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 Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, recognizes status of personal and professional well-being	Independently recognizes status of personal and professional well-being and seeks help when needed	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being (well-being survey, fatigue assessment)	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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

Professionalism

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

_____ Yes _____ No _____ Conditional on Improvement

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<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>Participates with stakeholders in setting the agenda, clarifying expectations, and verifying understanding of the clinical situation for shared decision making</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>With guidance, sensitively and compassionately delivers medical information, elicits patient/family values, goals and preferences, and acknowledges uncertainty and conflict</p>	<p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>When prompted, reflects on biases while attempting to minimize communication barriers</p> <p>Adjusts communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options</p>	<p>Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity</p> <p>Independently recognizes 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 and/or receives a consultation request	Clearly and concisely requests and/or responds to a consultation request	Checks own understanding of consultant recommendations and/or understanding of recommendations when providing consultation	Coordinates recommendations from different members of the health care team to optimize patient care	
Communicates basic information with primary consulting service	Communicates basic information effectively with the health care team	Adapts communication style to fit team needs and uses language that values all members of the health care team	Communicates complex information effectively with the primary consulting service and other members of the health care team	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
<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 and professionally records information in the patient record	Documents diagnostic and therapeutic reasoning in the patient record in a timely manner	Demonstrates advanced 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	Appropriately selects and uses direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Demonstrates effective use of direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Achieves written and/or verbal communication (patient notes, email, etc.) that serves as an example for others to follow	Guides departmental or institutional communication around policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Not Yet Completed Level 1 <input type="checkbox"/>				

Interpersonal and Communication Skills

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

_____ Yes _____ No _____ Conditional on Improvement

Overall Clinical Competence

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

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

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

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

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