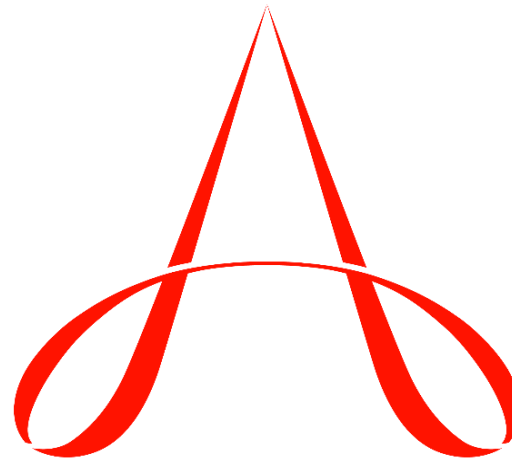




Neonatal-Perinatal Medicine Milestones

The Accreditation Council for Graduate Medical Education



ACGME

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Second Revision: April 2023
First Revision: January 2014

Neonatal-Perinatal Medicine 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.

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American Academy of Pediatrics

American Board of Pediatrics

Council of Pediatric Subspecialties

Organization of Neonatal-Perinatal Training Program Directors

ACGME Review Committee for Pediatrics

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 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 fellow to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

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

Additional Notes

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

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

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.

| Systems-Based Practice 1: Patient Safety | | | | |
|--|---|--|---|---|
| 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 patients' families (simulated or actual) | Discloses patient safety events to patients and patients' families (simulated or actual) | Role models or mentors others in the disclosure of patient safety events |
| <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: Neonatal and Maternal History | | | | |
|---|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Gathers information following a template | Adapts the template to filter and prioritize pertinent positives and negatives or missing data | Gathers and synthesizes the history for uncomplicated or typical presentations | Gathers and synthesizes the history, including protected family health information, for complicated or atypical presentations | Synthesizes and reappraises the history, incorporating subtle clues for potentially rare presentations |
| <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 2: Physical Exam | | | | |
|---|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs a physical examination based on a template | Performs a complete physical examination and identifies variants and abnormal findings | Adapts the physical examination based on gestational age, patient status, and clinical acuity, and interprets findings to build a differential diagnosis | Synthesizes and reappraises information gathered via the physical examination to narrow the differential diagnoses | Detects and integrates subtle physical examination findings to distinguish nuances among competing diagnoses |
| <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: Organization and Prioritization of Patient Care | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Organizes patient care for an individual patient | Organizes patient care responsibilities for multiple patients | Prioritizes and delegates the simultaneous care of patients; triages urgent and emergent issues | Efficiently prioritizes and delegates patient care responsibilities, maintains situational awareness, and anticipates urgent and emergent issues | Serves as a role model and coach for balancing patient care responsibilities and unit 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"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 4: Clinical Reasoning | | | | |
|--|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Uses pattern recognition to formulate a broad differential diagnosis | Develops illness scripts and formulates a holistic patient assessment | Refines illness scripts, while using strategies to identify cognitive bias | Reappraises illness scripts in real time while using strategies to minimize cognitive bias | Serves as a role model in clinical reasoning and strategies to minimize cognitive bias |
| <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: Disease Management in Neonatal Care | | | | |
|---|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Develops and implements care plans for patients with a low level of acuity/complexity | Develops and implements care plans for patients with a high level of acuity/complexity | Coordinates and implements multidisciplinary care plans for patients with a high level of acuity/complexity | Manages patients with multiple levels of acuity/complexity while anticipating future needs and minimizing long-term consequences | Role models and coaches others in the management of patients requiring complex multidisciplinary care, while anticipating future needs and minimizing long-term 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 6: Procedures | | | | |
|--|---|---|---|--------------------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs simple procedures with assistance | Performs complex procedures with assistance | Performs complex procedures | Adapts technique based on patient acuity and anatomy | Is recognized as a procedural expert |
| Recognizes common complications | Recognizes uncommon complications | Anticipates, recognizes, and manages common complications | Anticipates, recognizes, and manages uncommon 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 7: Emergency Stabilization | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies unstable patients and performs basic interventions | Identifies patients with acute deterioration and initiates advanced resuscitation measures | Leads resuscitations, including critical decision making and anticipates next steps | Integrates family and support services while leading resuscitations | Coaches others to lead resuscitations while integrating family and support services |
| <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 8: Discharge from the Neonatal Intensive Care Unit | | | | |
|--|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies patient readiness and prepares the patient for discharge | Makes discharge decisions for patients with low-complexity needs and addresses family resources | Partners with the patient's family in discharge planning and provides education for a patient with moderate complexity, while anticipating and coordinating multidisciplinary follow-up care | Partners with the patient's family in discharge planning and provides education for a patient with high-complexity needs, while anticipating and coordinating multidisciplinary follow-up care | Role models partnering with patients' families in discharging and providing education for patients with high-complexity 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"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Medical Knowledge 1: Neonatal-Perinatal Medical Knowledge | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates basic knowledge of normal maternal-fetal and neonatal physiology | Demonstrates knowledge of maternal-fetal and neonatal pathophysiology | Applies knowledge of pathophysiology of common and typical conditions to guide patient care | Integrates knowledge of pathophysiology of complicated and atypical conditions to guide patient care | Is recognized as an expert in maternal-fetal and neonatal pathophysiology |
| <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: Diagnostic Evaluation | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of diagnostic evaluations | Demonstrates knowledge of risks, benefits, indications, and alternatives to common diagnostic evaluations | Applies knowledge of diagnostic evaluations based on risks, benefits, indications, alternatives, and limitations to patient care | Applies knowledge of diagnostic evaluations, including pre-test probability, to prioritize testing to achieve high-value care | Role models diagnostic evaluation that achieves high-value care |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="float: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Systems-Based Practice 1: Patient Safety | | | | |
|---|---|---|---|---|
| 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 families (simulated or actual) | Discloses patient safety events to patients' families (simulated or actual) | Role models or mentors others in the disclosure of patient safety events |
| <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: Quality Improvement | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 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 3: System Navigation for Patient-Centered Care – Coordination of Care | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Lists the various interprofessional individuals involved in the patient’s care coordination | Coordinates care of patients in routine clinical situations, incorporating interprofessional teams with consideration of patient and family needs | Coordinates care of patients in complex clinical situations, effectively utilizing the roles of interprofessional teams, and incorporating patient and family needs and goals | Coordinates interprofessional, patient-centered care among different disciplines and specialties, actively assisting families in navigating the health care system | Coaches others in interprofessional, patient-centered care coordination |
| <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: System Navigation for Patient-Centered Care – Transitions in Care | | | | |
|---|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Uses a standard template for transitions of care/hand-offs | Adapts a standard template, recognizing key elements for 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, and ensures closed-loop communication | Performs and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems | Coaches others in improving transitions of care within and across health care delivery systems to optimize patient outcomes |
| <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 5: Population and Community Health | | | | |
|---|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates awareness of population and community health needs and disparities | Identifies specific population and community health needs and disparities; identifies local resources | Uses local resources effectively to meet the needs and reduce health disparities of a patient population and community | Adapts practice to provide for the needs of and reduce health disparities of a specific population | Advocates at the local, regional, or national level for populations and communities with health care disparities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |

| Systems-Based Practice 6: Physician Role in Health Care Systems | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Engages with families and other providers in discussions about cost-conscious care and key components of the health care delivery system | Identifies the relationships between the delivery system and cost-conscious care and the impact on the patient care | Discusses the need for changes in clinical approaches based on evidence, outcomes, and cost-effectiveness to improve care for patients and families | Advocates for the promotion of safe, quality, and high-value care | Coaches others to promote safe, quality, and high-value care across health care systems |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Develops an answerable clinical question and demonstrates how to access available evidence, with guidance | Independently articulates clinical question and accesses available evidence | Locates and applies the evidence, integrated with patient preference, to the care of 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 |
| <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>Participates in feedback sessions</p> <p>Develops personal and professional goals, with assistance</p> | <p>Demonstrates openness to feedback and performance data</p> <p>Designs a learning plan based on established goals, feedback, and performance data, with assistance</p> | <p>Seeks and incorporates feedback and performance data episodically</p> <p>Designs and implements a learning plan by analyzing and reflecting on the factors which contribute to gap(s) between performance expectations and actual performance</p> | <p>Seeks and incorporates feedback and performance data consistently</p> <p>Adapts a learning plan using long-term professional goals, self-reflection, and performance data to measure its effectiveness</p> | <p>Role models and coaches others in seeking and incorporating feedback and performance data</p> <p>Demonstrates continuous self-reflection and coaching of others on reflective practice</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 | | | | |
|---|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies expected professional behaviors and potential triggers for lapses | Demonstrates professional behavior with occasional lapses | Maintains professional behavior in increasingly complex or stressful situations | Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others | Models professional behavior and coaches others when their behavior fails to meet professional expectations |
| Identifies the value and role of neonatology as a vocation/career | Demonstrates accountability for patient care as a neonatologist, with guidance | Fully engages in patient care and holds oneself accountable | Exhibits a sense of duty to patient care and professional responsibilities | Extends the role of the neonatologist beyond the care of patients by engaging with the community, specialty, and medical profession as a whole |
| <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: Ethical Principles | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics | Applies ethical principles in common situations | Analyzes complex situations using ethical principles to address conflict/controversy; seeks help when needed to manage and resolve complex ethical situations | Manages and seeks to resolve ethical dilemmas using appropriate resources (e.g., ethics consultations, literature review, risk management/legal consultation) | Called upon by others to consult in cases of complex ethical dilemmas; identifies and seeks to address system-level factors that induce or exacerbate |
| <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 3: Accountability/Conscientiousness | | | | |
|---|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs tasks and responsibilities, with prompting | Performs tasks and responsibilities in a timely manner in routine situations | Performs tasks and responsibilities in a thorough and timely manner in complex or stressful situations | Coaches others to ensure tasks and responsibilities are completed in a thorough and timely manner in complex or stressful situations | Creates strategies to enhance others' ability to efficiently complete tasks and responsibilities |
| <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 4: Well-Being | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes the importance of addressing personal and professional well-being | Describes institutional resources that are meant to promote well-being | Recognizes institutional and personal factors that impact well-being | Describes interactions between institutional and personal factors that impact well-being | Coaches and supports colleagues to optimize well-being at the team, program, or institutional 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> | | | | |

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

| Interpersonal and Communication Skills 1: Family-Centered Communication | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates respect and attempts to establish rapport</p> <p>Attempts to adjust communication strategies based upon family expectations</p> | <p>Establishes a therapeutic relationship in straightforward encounters</p> <p>Adjusts communication strategies as needed to mitigate barriers and meet family expectations</p> | <p>Establishes a culturally competent and therapeutic relationship in most encounters</p> <p>Communicates with sensitivity and compassion, elicits family values, and acknowledges uncertainty and conflict</p> | <p>Establishes a therapeutic relationship in straightforward and complex encounters, including those with ambiguity and/or conflict</p> <p>Uses shared decision making with family to make a personalized care plan</p> | <p>Mentors others to develop positive therapeutic relationships</p> <p>Models and coaches others in family-centered communication</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, with guidance | Clearly and concisely requests consultation by communicating patient information | Formulates a specific question for consultation and tailors communication strategy | Coordinates consultant recommendations to optimize patient care | Maintains a collaborative relationship with referring providers that maximizes adherence to practice recommendations |
| Identifies the members of the interprofessional team | Participates within the interprofessional team | Uses bi-directional communication within the interprofessional team | Facilitates interprofessional team communication | Coaches others in effective communication within the interprofessional team |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Interpersonal and Communication Skills 3: Communication within Health Care Systems | | | | |
|---|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Records accurate information in the patient record</p> <p>Identifies the importance of and responds to multiple forms of communication (e.g., in-person, electronic health record (EHR), telephone, email)</p> | <p>Records accurate and timely information in the patient record</p> <p>Selects appropriate method of communication, with prompting</p> | <p>Concisely documents updated, prioritized, diagnostic and therapeutic reasoning in the patient record</p> <p>Aligns type of communication with message to be delivered (e.g., direct and indirect) based on urgency and complexity</p> | <p>Documents diagnostic and therapeutic reasoning, including anticipatory guidance</p> <p>Demonstrates exemplary written and verbal communication</p> | <p>Models and coaches others in documenting diagnostic and therapeutic reasoning</p> <p>Coaches others in written and verbal communication</p> |
| <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 4: Complex Communication with Patients' Families around Serious News | | | | |
|---|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Delivers serious news and prognostic information to a patient's family | Delivers serious news to a patient's family while assessing what the patient's family understands about the clinical condition | Delivers serious news and prognostic information while adjusting communication based on the patient's family's understanding about the clinical situation | Tailors communication of serious news to a patient's family based on the patient's family's needs and preferences and the degree of clinical uncertainty | Role models empathic communication of serious news and serves as a peer resource for others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |