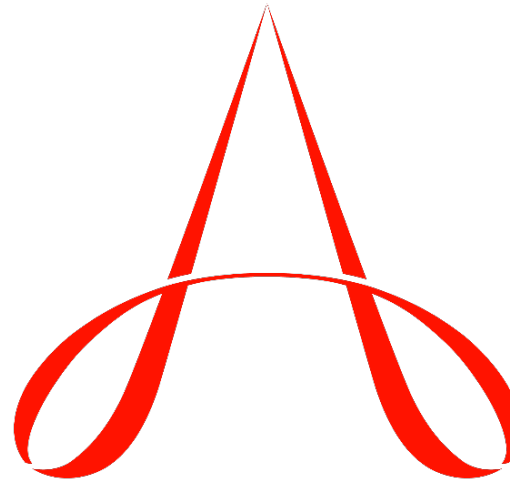




Geriatric Medicine Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021
Second Revision: April 2021
First Revision: October 2014

Geriatric Medicine Milestones

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited 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.

Geriatric Medicine Milestones

Work Group

Steven Barczi, MD, FAASM

Katherine Bennett, MD

Min Ho Cho, MD

Ryan DeLong, MD

Laura Edgar, EdD, CAE

Kathryn Eubank, MD

Helen Fernandez, MD, MPH

Kevin Foley, MD

Rachelle Gajadhar, MD

Jennie Kirby, MPA

Aubrey Knight, MD

Shoshana Streiter, MD

Eric Widera, MD

The ACGME would like to thank the following organizations for their continued support in the development of the Milestones:

American Board of Internal Medicine

American Geriatrics Society

ACGME 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 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.

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, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Additional resources are available in the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at www.acgme.org.

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 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	Conducts analysis of patient safety events and offers error prevention strategies	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	Participates in disclosure of patient safety events to patients and families	Discloses patient safety events to patients and families	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 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: Comprehensive Geriatric Assessment				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies domains of a comprehensive geriatric assessment, including medical, psychosocial, and functional elements	Performs a comprehensive geriatric assessment, eliciting information from ancillary sources, including the patient, family, caregivers, and interdisciplinary team	Formulates a care plan that integrates findings from a comprehensive geriatric assessment focused on optimizing physical, psychosocial, and functional health	Implements a unified, patient-centered care plan that integrates all domains of the comprehensive geriatric assessment in collaboration with the interdisciplinary team and community partners	Implements a comprehensive geriatric assessment methodology for use with innovative models of care delivery, new care settings, and/or unique patient populations
<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: Patient and Family/Caregiver Support				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes formal and informal support systems for older adults</p> <p>Describes the roles of caregiver(s) and the risks and benefits of caregiving</p>	<p>Identifies potential stressors and support options for individual patients</p> <p>Employs approaches or tools to assess family/caregiver burden and identify potential stressors and support options</p>	<p>Collaborates with the interdisciplinary team to use available resources to educate and support patients</p> <p>Collaborates with the interdisciplinary team to use available resources and support for family/caregiver(s)</p>	<p>Develops a comprehensive plan in partnership with the patient, patient's family, and interdisciplinary team to optimize support of the patient and patient's family/caregiver(s)</p>	<p>Innovates or advocates to enhance caregiver support and programming within communities or systems of care</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"/> Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 3: Assessing and Optimizing of Pharmacotherapy				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common medications that should be avoided or used with caution in older adults	Recognizes age-related changes in the metabolism of and response to medications	Modifies medications based on principles of polypharmacy, risks and benefits, and identification of barriers to adherence, and monitors response to de-prescribing	Optimizes medication management of patients with multi-morbidity by synthesizing evidence, patient preferences, life expectancy, functional trajectory, and clinical feasibility	Works within larger health care systems and community-based organizations to minimize harms from over and under prescribing
Performs a medication reconciliation, including both prescribed and over the counter medications	Identifies patients at risk for negative outcomes due to polypharmacy and overprescribing or under prescribing	Effectively communicates medication changes to patients, families, caregivers, and health care professionals across health settings		
<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 4: Assessing and Optimizing Physical and Cognitive Function				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies tools to assess physical function	Performs functional assessment of an individual patient	Interprets findings from a functional assessment, considering strengths and limitations of the assessment	Effectively integrates findings from functional and cognitive assessments into care plans, including referral for rehabilitative therapies as indicated	Promotes assessment and optimization of physical and cognitive functioning for patients across care systems
Identifies tools to assess cognition	Performs cognitive assessment of an individual patient	Interprets findings from a cognitive assessment, considering strengths and limitations of the 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 5: Framing Clinical Management Decisions within the Context of Prognosis				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Lists common methods and tools for estimating prognosis</p> <p>Describes common patterns of disease trajectories</p>	<p>Describes strengths and weaknesses of various methods and tools for assessing prognosis in patient populations</p> <p>Describes how the interplay between multi-morbidity, functional impairment, and frailty affects disease trajectories</p>	<p>Applies an individual patient's prognosis and "lag time to benefit" as part of a framework to determine risks and benefits of preventative and therapeutic interventions</p>	<p>Integrates prognosis and goals of care into shared clinical decision making, in collaboration with patients, families/ caregivers, and the interdisciplinary team</p>	<p>Incorporates prognosis in local and national guidelines and performance metrics to avoid overtreatment and undertreatment of preventive interventions</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

Patient Care 6: Consultative Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully responds to a consultation request and conveys recommendations, with supervision	Identifies and clarifies the goals of the consultation and conveys recommendations	Seeks and integrates input from different members of the health care team and provides recommendations to the primary team in a clear and timely manner	Provides comprehensive and prioritized recommendations, including assessment and rationale, to all necessary health care team members	Leads the health care team in the provision of effective consultative services across the spectrum of disease complexity and acuity
Recognizes consult acuity and urgency, with supervision	Independently recognizes consult acuity and urgency	Prioritizes workflow in response to consult acuity and urgency	Mobilizes resources to provide care in an urgent situation	
<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 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 equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Medical Knowledge 1: Geriatric Syndromes				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists common geriatric syndromes	Describes the pathophysiology of geriatric syndromes	Demonstrates knowledge of diagnostic tests and tools applicable to geriatric syndromes, recognizing their utility and limitations	Synthesizes risk factors, pathophysiology, scientific knowledge, diagnostic testing, and patient and caregiver factors to prevent and manage geriatric syndromes	Advances knowledge about the basic science, prevention, and clinical management of geriatric syndromes through education, research, or other scholarly activity
Recognizes risks and predisposing factors in the development of geriatric syndromes	Describes the interplay between medications, co-morbidities, socioeconomic factors, and geriatric syndromes	Recognizes clinical and community resources, evidence-based practices, and models of care useful in the prevention and management of geriatric syndromes	Communicates and works with interprofessional teams and community resources to implement geriatric syndrome prevention and management plans	
<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: Principles of Aging				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes age-related changes to organs and their system functions</p> <p>Describes the heterogeneity of aging and its relationship to gender, socioeconomic factors, education, lifestyle, and disease</p>	<p>Describes theories of aging</p> <p>Differentiates between normal aging and disease</p>	<p>Describes how aging affects the presentation of diseases</p> <p>Describes how aging impacts homeostasis, physiologic reserve, function, cognition, and pharmacology</p>	<p>Applies knowledge of the biology and physiology of aging to promote healthy aging</p> <p>Integrates knowledge of normal aging into disease diagnosis and treatment</p>	<p>Advances knowledge of the principles of aging through education, research, or other scholarly activity</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

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 equitable 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	Recognizes health care system issues that negatively impact the care of older adults	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives	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"/>				

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key elements of care coordination	Coordinates care of patients in routine clinical situations, effectively utilizing the roles of the interprofessional team members	Coordinates care of patients with multi-morbidities, effectively utilizing the roles of their interprofessional team members	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems	Improves quality of 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 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the continuum of care	Describes how the relationship between the health care system, community health needs, and health disparities impact patient care	Discusses how individual practice affects the broader system	Engages with various components of the health care system to provide effective patient care	Advocates for or leads systems change that enhances high value, efficient, and effective patient care
Describes common health payment models	Delivers care with consideration of the patient's health payment model	Engages with patients/caregivers in shared decision making, informed by each patient's health payment model	Advocates for patient care needs with consideration of each patient's health payment model	Participates in health policy advocacy activities for populations and communities, outside of the home institution
<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: Models and Systems of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies evidence-based models of care for older adults	Describes potential reasons why evidence-based models of care improve outcomes for older adults	Assesses evidence-based models of care for individual patients	Applies evidence-based models of care to improve patient care	Develops systems-based initiatives using evidence-based models of care
<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 equitable 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, categorize, and analyze clinical evidence	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preference, to care for 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) to inform goals	Seeks performance data episodically, with adaptability and humility	Intentionally seeks performance data consistently, with adaptability and humility	Consistently role models seeking performance data with adaptability and humility
Identifies factors that contribute to gap(s) between expectations and actual performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance	Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance	Coaches others on reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with prompting	Independently creates and implements a learning plan	Uses performance data to measure the effectiveness of the learning plan, and improves it when necessary	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 equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations	Identifies potential risk factors for professionalism lapses	Demonstrates professional behavior in complex or stressful situations and takes responsibility for one's own professionalism lapses	Recognizes situations that may lead to professionalism lapses and intervenes to prevent lapses in oneself and others	Coaches others when their behavior fails to 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>				

Professionalism 2: Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic ethical principles	Applies basic principles to address straightforward ethical situations	Analyzes complex situations using ethical principles and identifies the need to seek help in addressing complex ethical situations	Analyzes complex situations and engages with resources for managing and addressing ethical dilemmas as needed	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
<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 clinical and non-clinical responsibilities with prompting	Performs clinical and non-clinical responsibilities in a timely manner in routine situations	Performs clinical and non-clinical responsibilities in a timely manner in complex or stressful situations	Proactively implements strategies to ensure the needs of patients, teams, and systems are met	Creates strategies to enhance others' ability to efficiently complete clinical and non-clinical 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	Identifies methods and resources for maintaining personal and professional well-being	Creates a plan for maintaining personal and professional well-being	Reflects on how plans for maintaining personal and professional well-being may change over time and circumstance	Promotes system changes to enhance the well-being of 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>				

This subcompetency is not intended to evaluate a fellow's well-being. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect 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 equitable 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 non-verbal behavior to demonstrate respect and establish rapport</p> <p>Identifies barriers to effective communication</p>	<p>Establishes a therapeutic relationship with the patient and patient's family/caregiver, using active listening and clear language</p> <p>Recognizes how barriers to effective communication apply to specific patients</p>	<p>Establishes a therapeutic relationship in the setting of complex patient and family/caregiver dynamics</p> <p>Recognizes personal biases and attitudes affecting communication</p>	<p>Establishes and maintains therapeutic relationships using shared decision making</p> <p>Modifies strategies to minimize barriers to effective communication</p>	<p>Mentors others in situational awareness and critical self-reflection to develop positive therapeutic relationships</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
Identifies the role and function of interdisciplinary team members	Solicits insights from and uses language that values all interdisciplinary team members	Integrates contributions from interdisciplinary team members into the care plan	Prevents and mediates conflict and distress among interdisciplinary team members	Promotes a culture of open communication and effective teamwork within the interdisciplinary 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>Accurately documents information in the patient record</p> <p>Safeguards patient personal health information across the continuum of care</p>	<p>Documents patient encounters in an organized manner</p> <p>Facilitates communication across the continuum of care</p>	<p>Demonstrates organized and timely diagnostic and therapeutic reasoning through notes in the patient record</p> <p>Appropriately selects the method of communication based on context</p>	<p>Concisely reports diagnostic and therapeutic reasoning, including anticipatory guidance, in the patient record</p> <p>Demonstrates written or verbal communication that serves as an example for others to follow across the continuum of care</p>	<p>Provides feedback to improve others' written communication</p> <p>Guides departmental or institutional communication around policies and procedures</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 4: Complex Communication around Serious Illness				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies prognosis as a key element for shared decision making	Assesses the patient's family's/caregiver's prognostic awareness and identifies preferences for receiving prognostic information	Delivers prognosis and attends to emotional responses of patients and patients' families/caregivers	Tailors communication of prognosis according to patient consent, patient's family's/caregiver's needs, and medical uncertainty, and is able to address emotional responses	Coaches others in the communication of prognosis
Identifies the need to assess patient and patient family/caregiver expectations and understanding of their health status and treatment options	Facilitates communication with the patient and the patient's family/caregiver by setting the agenda, clarifying expectations, and verifying an understanding of the clinical situation	Sensitively and compassionately delivers medical information; elicits the patient's and the patient's family's/caregiver's values, goals, and preferences; and acknowledges uncertainty and conflict, with guidance	Independently uses shared decision making to align the patient's and the patient's family's/caregiver's values, goals, and preferences with treatment options to make a personalized care plan in situations with a high degree of uncertainty and conflict	Coaches shared decision making in patient and patient's family/caregiver communications
<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

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 equitable 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.