

Family Medicine and Preventive Medicine (combined) programs must annually report on **each** set of Milestones.



## Family Medicine Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Second Revision: October 2019  
First Revision: October 2015

## The Preventive Medicine Milestone Project: Public Health and General Preventive Medicine

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education  
and  
The American Board of Preventive Medicine

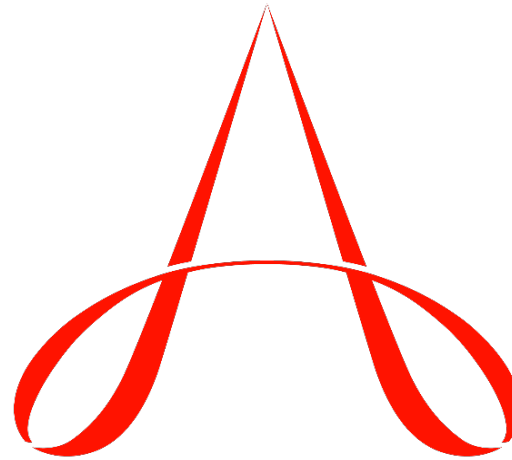


July 2015



# Family Medicine Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Second Revision: October 2019

First Revision: October 2015

# Family Medicine Milestones

The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-accredited residency programs. The Milestones provide a framework for the assessment of the development of the resident in key dimensions of the elements of physician 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.

## **Family Medicine Milestones**

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American Association of Colleges of Osteopathic Medicine  
Association of American Medical Colleges  
American Board of Family Medicine  
American College of Osteopathic Family Physicians  
Association of Family Medicine Residency Directors  
Assembly of Osteopathic Graduate Medical Educators  
Committee on Osteopathic Recognition and Development  
Review Committee for Family Medicine

## Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident 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 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 resident 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 resident may achieve higher levels early in his/her educational program just as a senior resident 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. Residents may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the resident.

Selection of a level implies the resident 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 resident 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.

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 resident 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.

Additional resources are available in the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at [www.acgme.org](http://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 resident's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that resident's performance in relation to those milestones.

Systems-based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates skills required to identify, develop, implement, and analyze a quality improvement project	Designs, 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"/>
<b>Comments:</b> <span style="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></span>				

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: Care of the Acutely Ill Patient				
Level 1	Level 2	Level 3	Level 4	Level 5
Generates differential diagnosis for acute presentations	Prioritizes the differential diagnosis for acute presentations	Promptly recognizes urgent and emergent situations and coordinates appropriate diagnostic strategies	Mobilizes the multidisciplinary team to manage care for simultaneous patient visits	Efficiently manages and coordinates the care of multiple patients with a range of severity, including life-threatening conditions
Recognizes role of clinical protocols and guidelines in acute situations	Develops management plans for patients with common acute conditions	Implements management plans for patients with complex acute conditions, including stabilizing acutely ill patients	Independently coordinates care for acutely ill patients with complex comorbidities	Directs the use of resources to manage a complex patient care environment or situation
Recognizes that acute conditions have an impact beyond the immediate disease process	Identifies the interplay between psychosocial factors and acute illness	Incorporates psychosocial factors into management plans of acute illness for patients and caregivers	Modifies management plans for acute illness based on complex psychosocial factors and patient preferences	Implements strategies to address the psychosocial impacts of acute illness on populations
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<b>Comments:</b>				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 2: Care of Patients with Chronic Illness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes that common conditions may be chronic (e.g., anxiety, high blood pressure)</p> <p>Formulates a basic management plan that addresses a chronic illness</p> <p>Recognizes that chronic conditions have an impact beyond the disease process</p>	<p>Identifies variability in presentation and progression of chronic conditions</p> <p>Identifies and accesses appropriate clinical guidelines to develop and implement plans for management of chronic conditions</p> <p>Identifies the impact of chronic conditions on individual patients and the others involved in their care</p>	<p>Determines the potential impact of comorbidities on disease progression</p> <p>Synthesizes a patient-centered management plan that acknowledges the relationship between comorbidities and disease progression</p> <p>Develops collaborative goals of care and engages the patient in self-management of chronic conditions</p>	<p>Balances the competing needs of patients' comorbidities</p> <p>Applies experience with patients while incorporating evidence-based medicine in the management of patients with chronic conditions</p> <p>Facilitates efforts at self-management of chronic conditions, including engagement of family and community resources</p>	<p>Leads multidisciplinary initiatives to manage patient populations with chronic conditions and comorbidities</p> <p>Initiates supplemental strategies (e.g., leads patient and family advisory councils, community health, practice innovation) to improve the care of patients with chronic conditions</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 3: Health Promotion and Wellness				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies screening and prevention guidelines by various organizations	Reconciles competing prevention guidelines to develop a plan for an individual patient, and considers how these guidelines apply to the patient population	Identifies barriers and alternatives to preventive health tests, with the goal of shared decision making	Incorporates screening and prevention guidelines in patient care outside of designated wellness visits	Participates in guideline development or implementation across a system of care or community
Identifies opportunities to maintain and promote wellness in patients	Recommends management plans to maintain and promote health	Implements plans to maintain and promote health, including addressing barriers	Implements comprehensive plans to maintain and promote health, incorporating pertinent psychosocial factors and other determinants of health	Partners with the community to promote health
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<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 4: Ongoing Care of Patients with Undifferentiated Signs, Symptoms, or Health Concerns				
Level 1	Level 2	Level 3	Level 4	Level 5
Acknowledges the value of continuity in caring for patients with undifferentiated illness	<p>Accepts uncertainty and maintains continuity while managing patients with undifferentiated illness</p> <p>Develops a differential diagnosis for patients with undifferentiated illness</p>	<p>Facilitates patients' understanding of their expected course and events that require physician notification</p> <p>Prioritizes cost-effective diagnostic testing and consultations that will change the management of undifferentiated illness</p>	<p>Coordinates collaborative treatment plans for patients with undifferentiated illness</p> <p>Uses multidisciplinary resources to assist patients with undifferentiated illness to deliver health care more efficiently</p>	<p>Coordinates expanded initiatives to facilitate care of patients with undifferentiated illness</p> <p>Contributes to the development of medical knowledge around undifferentiated illness</p>
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<b>Comments:</b>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

Patient Care 5: Management of Procedural Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies the breadth of procedures that family physicians perform</p> <p>Recognizes family physicians' role in referring patients for appropriate procedural care</p>	<p>Identifies patients for whom a procedure is indicated and who is equipped to perform it</p> <p>Counsels patients about expectations for common procedures performed by family physicians and consultants</p>	<p>Demonstrates confidence and motor skills while performing procedures, including addressing complications</p> <p>Performs independent risk and appropriateness assessment based on patient-centered priorities for procedures performed by consultants</p>	<p>Identifies and acquires the skills to independently perform procedures in the current practice environment</p> <p>Collaborates with procedural colleagues to match patients with appropriate procedures, including declining support for procedures that are not in the patient's best interest</p>	<p>Identifies procedures needed in future practice and pursues supplemental training to independently perform</p>
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<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/></p>				

Medical Knowledge 1: Demonstrates Medical Knowledge of Sufficient Breadth and Depth to Practice Family Medicine				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes the pathophysiology and treatments of patients with common conditions</p> <p>Describes how behaviors impact patient health</p>	<p>Applies knowledge of pathophysiology with intellectual curiosity for treatment of patients with common conditions</p> <p>Identifies behavioral strategies to improve health</p>	<p>Demonstrates knowledge of complex pathophysiology and the comprehensive management of patients across the lifespan</p> <p>Engages in learning behavioral strategies to address patient care needs</p>	<p>Integrates clinical experience and comprehensive knowledge in the management of patients across the lifespan</p> <p>Demonstrates comprehensive knowledge of behavioral strategies and resources to address patient's needs</p>	<p>Expands the knowledge base of family medicine through dissemination of original research</p>
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<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Medical Knowledge 2: Critical Thinking and Decision Making				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Incorporates key elements of a patient story into an accurate depiction of their presentation</p> <p>Describes common causes of clinical reasoning error</p> <p>Interprets results of common diagnostic testing</p>	<p>Develops an analytic, prioritized differential diagnosis for common presentations</p> <p>Identifies types of clinical reasoning errors within patient care, with guidance</p> <p>Interprets complex diagnostic information</p>	<p>Develops a prioritized differential diagnosis for complex presentations</p> <p>Demonstrates a structured approach to personally identify clinical reasoning errors</p> <p>Synthesizes complex diagnostic information accurately to reach high probability diagnoses</p>	<p>Synthesizes information to reach high probability diagnoses with continuous re-appraisal to minimize clinical reasoning errors</p> <p>Anticipates and accounts for errors and biases when interpreting diagnostic tests</p>	<p>Engages in deliberate practice and coaches others to minimize clinical reasoning errors</p> <p>Pursues knowledge of new and emerging diagnostic tests</p>
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<b>Comments:</b>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
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Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional team members	Coordinates care of patients in complex clinical situations effectively using the roles of the interprofessional team member	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyses the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities in their local population	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
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<b>Comments:</b> <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
<p>Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)</p> <p>Describes basic health payment systems, (including government, private, public, uninsured care) and practice models</p> <p>Identifies basic knowledge domains for effective transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)</p>	<p>Describes how components of a complex health care system are interrelated, and how this impacts patient care</p> <p>Delivers care with consideration of each patient’s payment model (e.g., insurance type)</p> <p>Demonstrates use of information technology required for medical practice (e.g., electronic health record, documentation required for billing and coding)</p>	<p>Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Engages with patients in shared decision making, informed by each patient’s payment models</p> <p>Describes core administrative knowledge needed for transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance)</p>	<p>Manages various components of the complex health care system to provide efficient and effective patient care and transition of care</p> <p>Advocates for patient care needs (e.g., community resources, patient assistance resources)</p> <p>Analyzes individual practice patterns and prepares for professional requirements to enter practice</p>	<p>Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care</p> <p>Participates in health policy advocacy activities</p>
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<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Systems-Based Practice 4: Advocacy				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies that advocating for patient populations is a professional responsibility	Identifies that advocating for family medicine is a professional responsibility	Describes how stakeholders influence and are affected by health policy at the local, state, and federal level	Accesses advocacy tools and other resources needed to achieve (or prevent a deleterious) policy change	Develops a relationship with stakeholders that advances or prevents a policy change that improves individual or community health
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<b>Comments:</b> <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
Demonstrates how to access, categorize, and analyze clinical evidence	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 collaboratively develops evidence-based decision-making tools
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accepts responsibility for personal and professional development by establishing goals</p> <p>Identifies the factors which contribute to gap(s) between expectations and actual performance</p> <p>Acknowledges there are always opportunities for self-improvement</p>	<p>Demonstrates openness to performance data (feedback and other input) in order to inform goals</p> <p>Self-reflects and analyzes factors which contribute to gap(s) between expectations and actual performance</p> <p>Designs and implements a learning plan, with prompting</p>	<p>Intermittently seeks additional performance data with adaptability and humility</p> <p>Self-reflects, analyzes, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</p> <p>Independently creates and implements a learning plan</p>	<p>Consistently seeks performance data with adaptability and humility</p> <p>Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance</p> <p>Uses performance data to measure the effectiveness of the learning plan and when necessary, improves it</p>	<p>Leads performance review processes</p> <p>Coaches others on reflective practice</p> <p>Facilitates the design and implementing learning plans for others</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes professional behavior and potential triggers for personal lapses in professionalism	Demonstrates professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Mentors others in professional behavior
Takes responsibility for personal lapses in professionalism	Describes when and how to report professionalism lapses in self and others	Recognizes need to seek help in managing and resolving complex professionalism lapses	Recognizes and uses appropriate resources for managing and resolving dilemmas as needed	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems and professionalism lapses or impede their resolution
Demonstrates knowledge of ethical principles	Analyzes straightforward situations using ethical principles	Analyzes complex situations using ethical principles		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <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 the needs of patients, teams, and systems are met</p>	<p>Recognizes and addresses situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p>	<p>Takes ownership of system outcomes</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 3: Self-Awareness and Help-Seeking Behaviors				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes status of personal and professional well-being, with assistance</p> <p>Recognizes limits in the knowledge/skills of self, with assistance</p>	<p>Independently recognizes status of personal and professional well-being</p> <p>Independently recognizes limits in the knowledge/skills of self and team and demonstrates appropriate help-seeking behaviors</p>	<p>Proposes a plan to optimize personal and professional well-being, with guidance</p> <p>Proposes a plan to remediate or improve limits in the knowledge/skills of self or team, with guidance</p>	<p>Independently develops a plan to optimize personal and professional well-being</p> <p>Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team</p>	<p>Addresses system barriers to maintain personal and professional well-being</p> <p>Mentors others to enhance knowledge/skills of self or team</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				



Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses language and nonverbal behavior to demonstrate respect, establish rapport while communicating one's own role within the health care system</p> <p>Recognizes easily identified barriers to effective communication (e.g., language, disability)</p> <p>Identifies the need to individualize communication strategies</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers to effective communication (e.g., health literacy, cultural)</p> <p>Organizes and initiates communication, sets the agenda, clarifies expectations, and verifies understanding</p>	<p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p> <p>Sensitively and compassionately delivers medical information, managing patient/family values, goals, preferences, uncertainty, and conflict</p>	<p>Maintains therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p> <p>Independently uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan</p>	<p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Leads or develops initiatives to identify and address bias</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><b>Comments:</b></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/receives a consultation	Clearly and concisely requests/responds to a consultation	Checks understanding of consult recommendations (received or provided)	Coordinates recommendations from different members of the health care team to optimize patient care, resolving conflict when needed	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Uses language that values all members of the health care team	Communicates information effectively with all health care team members	Communicates concerns and provides feedback to peers and learners	Communicates feedback and constructive criticism to supervising individuals	Facilitates regular health care team-based feedback in complex situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <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 and timely records information in the patient record</p> <p>Learns institutional policy and safeguards patient personal health information</p> <p>Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)</p>	<p>Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record</p> <p>Appropriately uses documentation shortcuts; records required data in formats and timeframes specified by institutional policy</p> <p>Respectfully communicates concerns about the system</p>	<p>Uses patient record to communicate updated and concise information in an organized format</p> <p>Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context and policy</p> <p>Uses appropriate channels to offer clear and constructive suggestions for system improvement while acknowledging system limitations</p>	<p>Demonstrates efficiency in documenting patient encounters and updating record</p> <p>Manages the volume and extent of written and verbal communication that are required for practice</p> <p>Initiates difficult conversations with appropriate stakeholders to improve the system</p>	<p>Optimizes and improves functionality of the electronic medical record within their system</p> <p>Guides departmental or institutional communication around policies and procedures</p> <p>Facilitates dialogue regarding systems issues among larger community stakeholders (residency institution, health care system, field)</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

# The Preventive Medicine Milestone Project: Public Health and General Preventive Medicine

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education  
and

The American Board of Preventive Medicine



July 2015

# The Preventive Medicine Milestone Project: Public Health and General Preventive Medicine

The milestones are designed only for use in evaluation of resident physicians in the context of their participation in ACGME-accredited residency or fellowship programs. The milestones provide a framework for assessment of the development of the resident physician 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.

## **Preventive Medicine Milestones**

**Chair: Sandra Delgado, MD, MPH**

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## Milestone Reporting

This document presents milestones designed for programs to use in semi-annual review of resident performance and reporting to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for resident performance as a resident moves from entry into residency through graduation. In the initial years of implementation, the Review Committee will examine milestone performance data for each program's residents as one element in the Next Accreditation System (NAS) to determine whether residents overall are progressing.

For each period, review and reporting will involve selecting milestone levels that best describe a resident's current performance and attributes. Milestones are arranged into numbered levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert. These levels do not correspond with post-graduate year of education.

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

**Level 1:** The resident demonstrates milestones expected of an incoming resident.

**Level 2:** The resident is advancing and demonstrates additional milestones, but is not yet performing at a mid-residency level.

**Level 3:** The resident continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for residency.

**Level 4:** The resident has advanced so that he or she now substantially demonstrates the milestones targeted for residency. This level is designed as the graduation target.

**Level 5:** The resident has advanced beyond performance targets set for residency and is demonstrating "aspirational" goals which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional residents will reach this level.

## **Additional Notes**

Level 4 is designed as the graduation *target* and does not represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the residency program director. Study of milestone performance data will be required before the ACGME and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether milestone data are of sufficient quality to be used for high-stakes decisions.

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

To aid in scoring the milestones, a listing of assessment tools by competency is available on the milestone page under the heading “Educational Materials”. These assessment tools are not required.

*Answers to Frequently Asked Questions about Milestones are available on the Milestones web page:*  
<http://www.acgme.org/acqmeweb/Portals/0/MilestonesFAQ.pdf>.



The diagram below presents an example set of milestones for one sub-competency in the same format as the milestone report worksheet. For each reporting period, a resident’s performance on the milestones for each sub-competency will be indicated by:

- selecting the level of milestones that best describes that resident’s performance in relation to the milestones
- or,
- for Patient Care and Medical Knowledge milestones, selecting the option that says the resident has “Not yet rotated”
- or,
- for Interpersonal and Communication Skills, Practice-based Learning and Improvement, Professionalism, and Systems-based Practice milestones, selecting the option that says the resident has “Not yet achieved Level 1”

Work in inter-professional teams to enhance patient safety and improve patient care quality; advocate for quality patient care and optimal patient care systems; participate in identifying system errors and implementing potential systems solutions — Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Recognizes the importance of advocating for quality care and optimal patient care systems</li> <li>• Recognizes that medical errors and healthcare system failures are a significant cause or morbidity</li> </ul>	<ul style="list-style-type: none"> <li>• Understands key concepts related to healthcare quality improvement</li> <li>• Recognizes and reports errors and near-misses</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates for quality care and optimal individual patient care systems</li> <li>• Recognizes potential sources of system failure in healthcare systems such as minor, major, and sentinel events</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates for quality care and optimal population based care systems</li> <li>• Participates in a team based approach to make system changes</li> </ul>	<ul style="list-style-type: none"> <li>• Develops or leads a team to evaluate a system error and improve processes</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

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).

Emergency Preparedness and Response: Apply skills in Emergency Preparedness and Response — Patient Care 1				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Demonstrates basic skills in emergency medical care</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of triage concepts</li> <li>• Demonstrates basic knowledge of emergency preparedness programs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates and applies understanding of emergency preparedness programs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to develop and evaluate the medical portion of an emergency plan</li> </ul>	<ul style="list-style-type: none"> <li>• Provides leadership in developing, implementing, and evaluating emergency preparedness programs</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Community Health: Monitor, diagnose, and investigate community health problems — Patient Care 2				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Identifies common health issues in a community</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies basic health status measures to assess/investigate a community's health</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and describes appropriate health status measures to assess a community's health</li> </ul>	<ul style="list-style-type: none"> <li>• Monitors and interprets single health status indicator of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Monitors and interprets multiple and/or complex health status indicators of the community</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Inform and Educate: Inform and educate populations about health threats and risks — Patient Care 3				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Conveys basic health information to individuals or small groups</li> </ul>	<ul style="list-style-type: none"> <li>Identifies proper communication techniques related to health threats and risks</li> </ul>	<ul style="list-style-type: none"> <li>Prepares and delivers a basic health hazard/risk presentation</li> </ul>	<ul style="list-style-type: none"> <li>Conveys complex health information to educate a community or group and responds to queries about risk</li> </ul>	<ul style="list-style-type: none"> <li>Conveys sensitive/high-stakes health information to educate a community or group through a variety of media platforms</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Policies and Plans: Develop policies and plans to support individual and community health efforts — Patient Care 4				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Diagnoses disease and develops an individualized treatment plan</li> </ul>	<ul style="list-style-type: none"> <li>Links individuals to needed personal health services including appropriate referrals and follow-ups</li> </ul>	<ul style="list-style-type: none"> <li>Applies primary, secondary, and tertiary preventive approaches to disease prevention and health promotion for individuals or communities, with minimal supervision</li> </ul>	<ul style="list-style-type: none"> <li>Applies primary, secondary, and tertiary preventive approaches to disease prevention and health promotion for the individuals and community</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the development and/or implementation of a policy to improve community health efforts</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Evaluating Health Services: Evaluate Population-based health services — Patient Care 5				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Recognizes distinctions between population and individual health services</li> </ul>	<ul style="list-style-type: none"> <li>Describes basic measures of effect (e.g., risk ratio)</li> <li>Describes basic measures of quality (e.g., benchmarking)</li> <li>Lists populations known to be underserved (e.g., low income)</li> </ul>	<ul style="list-style-type: none"> <li>Assesses evidence for effectiveness of a population-based health service</li> <li>Uses scientific literature to identify a target population for a given population-based health service</li> <li>Uses scientific literature to identify barriers to delivery of population-based health service</li> </ul>	<ul style="list-style-type: none"> <li>Uses program goals and/or established performance criteria to evaluate a population-based health service</li> <li>Uses evaluation findings to recommend strategic or operational improvements</li> <li>Uses data to identify barriers to population-based health services</li> </ul>	<ul style="list-style-type: none"> <li>Develops program goals and/or performance criteria to evaluate a population-based health service</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Descriptive Epidemiology: Able to characterize the health of a community — Patient Care 6				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Identifies and recognizes basic measures of disease frequency (incidence, prevalence, mortality) and risk (risk ratios, odds ratios)</li> </ul>	<ul style="list-style-type: none"> <li>Knows methods for calculating basic measures of disease frequency and risk</li> </ul>	<ul style="list-style-type: none"> <li>For a defined population, uses data to calculate measures of disease frequency and one or more risk factors for a specified disease or condition</li> </ul>	<ul style="list-style-type: none"> <li>Uses data to characterize the health of a local population, compares it with that of other populations, identifies localities or groups with poorer health, and identifies and assesses the importance of different risk factors, for at least one disease or condition</li> </ul>	<ul style="list-style-type: none"> <li>Uses data to fully characterize the health of a population, compares it with that of other populations, identifies localities or groups with poorer health, and identifies and assesses the importance of different risk factors, for a range of diseases and conditions</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Analytic Epidemiology: Able to design and conduct an epidemiologic study — Patient Care 7				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Distinguishes between experimental and observational studies</li> </ul>	<ul style="list-style-type: none"> <li>Explains what is meant by validity, bias, confounding, and effect modification; describes commonly used study designs (e.g., randomized controlled trial [RCT], cohort; case-control, cross-sectional); distinguishes between association and causation; lists criteria for causal inference</li> </ul>	<ul style="list-style-type: none"> <li>Critically reviews and interprets epidemiologic literature for commonly used study designs, identifying purpose, population, design, and biases</li> </ul>	<ul style="list-style-type: none"> <li>Able to design and conduct a basic epidemiological study (defines aims; selects appropriate study designs; collects, analyzes, and interprets data; identifies limitations; summarizes and discusses findings)</li> </ul>	<ul style="list-style-type: none"> <li>Independently designs and conducts a complex epidemiological study that addresses confounding and effect modification analytically, suitable for peer-reviewed publication</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Disease Outbreak: Investigate and respond to a cluster or outbreak — Patient Care 8				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Understands that clusters or outbreaks occur</li> <li>• Identifies most common methods for preventing individual disease spread (e.g., hand hygiene)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands common environmental, health, and behavioral risk factors associated with clusters or outbreaks occurring (e.g., congregate settings, immuno-compromised populations, and drug abuse)</li> <li>• Understands aspects of disease that predispose to outbreak development (e.g., high infectivity, subclinical phase)</li> <li>• Identifies most common methods for preventing disease spread in populations (e.g., quarantine, isolation)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes sentinel event; uses surveillance, hospital, vital statistics, or other data to establish the existence of a cluster or outbreak</li> <li>• Establishes a case definition, including clinical and laboratory findings; participates in collection of demographic, clinical, and/or risk factor information from cases</li> <li>• Understands approaches for mitigating and responding to a cluster or outbreak</li> </ul>	<ul style="list-style-type: none"> <li>• Implements a plan to investigate and collects data to describe a cluster or outbreak</li> <li>• Characterizes and interprets data collected from a cluster or outbreak investigation</li> <li>• Applies a strategy or plan for management of an outbreak (e.g., limiting spread, mitigating effects)</li> </ul>	<ul style="list-style-type: none"> <li>• Designs a strategy to investigate a cluster or outbreak of a novel disease or atypical disease presentation</li> <li>• Leads a team to investigate and manages an outbreak, including supervision of staff, assignment of roles, program design, monitoring of effectiveness, etc.</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Surveillance Systems: Design and operate a surveillance system — Patient Care 9				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Aware of the need to report selected diseases to public health authorities</li> <li>• Aware of the need for surveillance systems in a variety of settings (e.g., public health agencies, hospitals, clinics, nursing homes)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies commonly used surveillance data sources (e.g., Behavioral Risk Factor Surveillance System [BRFSS], vital statistics, hospital discharge data) and the conditions typically monitored using such systems</li> <li>• Recognizes difference between active and passive surveillance</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly describes the components of an existing surveillance system (e.g., aims, stakeholders, data sources, quality, uses, etc.)</li> <li>• Develops a list of challenges in designing and maintaining a surveillance system</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes surveillance data to identify appropriate targets for individual, community, and/or systems interventions</li> <li>• Evaluates one or more aspects of the quality and effectiveness of a surveillance system (e.g., data completeness, ease of use, compliance)</li> </ul>	<ul style="list-style-type: none"> <li>• Independently designs and operates a new surveillance system</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>



Clinical Preventive Services (CPS): Analyze evidence regarding the performance of proposed clinical preventive services for individuals and populations — Patient Care 10				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Locates and appraises evidence from a scientific study related to a patient's health problem</li> </ul>	<ul style="list-style-type: none"> <li>Leads a discussion with peers of the strengths and weaknesses of an individual study relevant to CPS</li> </ul>	<ul style="list-style-type: none"> <li>Participates in the examination of evidence to address a proposed clinical preventive service</li> </ul>	<ul style="list-style-type: none"> <li>Participates in the development or analysis of a guideline to address a proposed clinical preventive service</li> </ul>	<ul style="list-style-type: none"> <li>Systematically examines scientific evidence and develops an evidence-based guideline to address a proposed clinical preventive service</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Conditions of Public Health Significance: Implement appropriate clinical care for individuals with conditions of public health significance — Patient Care 11				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Obtains history and basic physical</li> <li>• Prescribes indicated medications</li> </ul>	<ul style="list-style-type: none"> <li>• Generates a differential diagnosis for a disease or condition of public health significance and proposes a treatment plan</li> <li>• Identifies diseases and conditions that require a public health response</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately diagnoses and effectively treats common presentations of diseases/conditions of public health significance with direct supervision</li> <li>• Participates in an appropriate public health intervention for a disease or condition that requires a public health response</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately diagnoses and effectively treats common presentations of diseases/conditions of public health significance</li> <li>• Initiates an appropriate public health intervention for a disease or condition that requires a public health response</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately diagnoses and effectively treats complex conditions and unusual presentations of diseases/conditions of public health significance</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Preventive Services: Select and provide appropriate evidence-based clinical preventive services — Patient Care 12				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Prescribes immunizations and chemoprophylaxis</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies major risk factors of individual patients that would benefit from clinical preventive services (CPS); understands the recommendations of the U.S. Preventive Services Task Force (USPSTF)</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses relevant risks for disease and injury in individual patients and uses patient information, scientific evidence, USPSTF guidelines, and clinical judgment to select appropriate CPS for individual patients</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensively assesses risks for diseases and injuries, and appropriately applies USPSTF and other evidence-based guidelines regarding screening, counseling, preventive medications, and immunization to individual patients</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensively assesses risks for diseases and injuries, and appropriately applies USPSTF and other evidence-based guidelines regarding clinical preventive services in individual patients with complex health or social conditions (e.g., hospitalized, homeless, or nursing home patients)</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Behavioral Health — Medical Knowledge 1				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Lists major effects of individual behavior on health</li> <li>• Recognizes that social and behavioral factors influence population health</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies social and behavioral factors that affect health of individuals</li> <li>• Identifies social and behavioral factors that affect health of populations</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies best practice and tools to assess risk behaviors</li> <li>• Describes effective approaches to modify individual health behaviors</li> <li>• Describes effective approaches to modify population health behaviors</li> <li>• Identifies the causes of social and behavioral factors that affect health of populations</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates best practices and tools to assess risk behaviors</li> <li>• Implements effective approaches to modify individual health behaviors</li> <li>• Integrates best practices and tools to assess population risk behaviors</li> <li>• Implements effective approaches to modify population health behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and evaluates programs to change health behaviors of individuals</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Environmental Health — Medical Knowledge 2				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Identifies major routes of human exposure to environmental toxicants</li> </ul>	<ul style="list-style-type: none"> <li>Identifies common illnesses that may be caused or influenced by environmental exposures</li> <li>Identifies broad environmental factors that may impact the health of a community</li> </ul>	<ul style="list-style-type: none"> <li>Describes individual factors that impact susceptibility to adverse health effects from environmental exposures</li> <li>Identifies potential population health effects from exposure to chemical, physical, and biological hazards</li> </ul>	<ul style="list-style-type: none"> <li>Recommends methods of reducing adverse environmental health effects for individuals</li> <li>Identifies sources and routes of environmental exposures to chemical, physical, and biological hazards for defined populations</li> </ul>	<ul style="list-style-type: none"> <li>Recommends, interprets, and explains the results of individual environmental monitoring</li> <li>Interprets and explains population level environmental monitoring results</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Biostatistics — Medical Knowledge 3				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Recognizes common statistical concepts (e.g., measures of central tendency, p-values, and confidence intervals)</li> </ul>	<ul style="list-style-type: none"> <li>Defines common statistical concepts (e.g., p-values and confidence intervals); describes frequently used statistical tests (e.g., paired and unpaired t-tests, chi-square tests, and others)</li> </ul>	<ul style="list-style-type: none"> <li>Independently utilizes simple statistical methods (e.g., paired and unpaired t-tests, chi-square tests, and appropriate non-parametric tests) to describe small data sets; participates in the use of statistical software to perform statistical tests; understands more advanced statistical methods (e.g., linear and logistic regression)</li> </ul>	<ul style="list-style-type: none"> <li>Selects appropriate methods for analyzing data; performs data analyses using more advanced statistical methods (e.g., linear and logistic regression); utilizes appropriate software for data management and statistical analyses; recognizes the need to use complex statistical analyses (e.g., survival analysis, repeated measures)</li> </ul>	<ul style="list-style-type: none"> <li>Independently analyzes large data sets using complex statistical methods</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet rotated</b> <input type="checkbox"/>

Work and coordinate patient care effectively in various health care delivery settings and systems — Systems-based Practice 1				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Recognizes various individual and population-based health care/services delivery settings and systems</li> </ul>	<ul style="list-style-type: none"> <li>Works and coordinates individual patient care in various health care delivery settings and systems</li> </ul>	<ul style="list-style-type: none"> <li>Works and coordinates population-based health services in various health care delivery settings and systems</li> </ul>	<ul style="list-style-type: none"> <li>Assess organizational performance of health care delivery system</li> </ul>	<ul style="list-style-type: none"> <li>Interacts with other stakeholders to improve the performance of the system</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care, as appropriate — Systems-based Practice 2				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Recognizes the importance of cost awareness and risk-benefit analysis in patient and /or population-based care</li> </ul>	<ul style="list-style-type: none"> <li>Identifies risks, benefits, and costs for a preventive service in an individual clinical patient</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates sound judgment relating to risks, benefits, and costs for a preventive service in an individual clinical patient</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates sound judgment relating to risks, benefits, and costs for a preventive service for a population</li> </ul>	<ul style="list-style-type: none"> <li>Articulates and weighs the costs, benefits, and risks of a proposed population-based service</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

<b>Work in inter-professional teams to enhance patient safety and improve patient care quality; advocate for quality patient care and optimal patient care systems; participate in identifying system errors and implementing potential systems solutions — Systems-based Practice 3</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Recognizes the importance of advocating for quality care and optimal patient care systems</li> <li>Recognizes that medical errors and health care system failures are a significant cause or morbidity</li> </ul>	<ul style="list-style-type: none"> <li>Understands key concepts related to health care quality improvement</li> <li>Recognizes and reports errors and near misses</li> </ul>	<ul style="list-style-type: none"> <li>Advocates for quality care and optimal individual patient care systems</li> <li>Recognizes potential sources of system failure in healthcare systems, such as minor, major, and sentinel events</li> </ul>	<ul style="list-style-type: none"> <li>Advocates for quality care and optimal population-based care systems</li> <li>Participates in a team-based approach to make system changes</li> </ul>	<ul style="list-style-type: none"> <li>Develops or leads a team to evaluate a system error and improve processes</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>



<b>Identify strengths, deficiencies, and limits in one’s knowledge and expertise; set learning and improvement goals and identify and perform appropriate learning activities utilizing information technology, evidence from scientific studies, and evaluation feedback; systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement — Practice-based Learning and Improvement 1</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Acknowledges gaps in personal knowledge and expertise, and frequently asks for feedback.</li> <li>• Understands the importance of setting learning and improvement goals</li> <li>• Identifies problems in health care delivery and gaps in care</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses professional performance in a structured manner</li> <li>• Begins to develop learning and improvement goals, based on feedback, with some external assistance</li> <li>• Uses information technology to locate scientific studies related to patient health problems</li> <li>• Understands the essentials of quality improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates feedback and assessments into practice improvement</li> <li>• Develops learning and improvement goals, based on feedback, with minimal external assistance</li> <li>• Critically appraises scientific studies related to patient health problems</li> <li>• Defines and constructs process and outcomes measures of quality</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses performance by incorporating feedback and assessments from multiple stakeholders (e.g., patients, members of the health care team, third-party payors)</li> <li>• Assimilates evidence from scientific studies into practice</li> <li>• Participates in a quality improvement project</li> </ul>	<ul style="list-style-type: none"> <li>• Creates novel ways to assess performance.</li> <li>• Creates professional educational opportunities for others</li> <li>• Systematically designs and carries out quality improvement project in clinical and other health settings.</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

Compassion, integrity, and respect for others, as well as sensitivity and responsiveness to diverse patient populations, including diversity in gender, age, culture, race, religion, disabilities, and sexual orientation; knowledge about, respect for, and adherence to the ethical principles relevant to the practice of medicine, remembering in particular that responsiveness to patients that supersedes self-interest is an essential aspect of medical practice — Professionalism 1				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Seeks out, learns from, and models the attitudes and behaviors of physicians who exemplify appropriate professional attitudes, values, and behaviors, including caring, honesty, genuine interest in patients and families, and tolerance and acceptance of diverse individuals and groups</li> <li>Aware of basic bioethical principles; identifies ethical issues in clinical situations</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits appropriate attitudes, values and behaviors in straightforward situations, including caring, honesty, genuine interest in patients and families, and tolerance and acceptance of diverse individuals and groups</li> <li>Consistently recognizes ethical issues in practice; discusses, analyzes, and manages in common clinical situations</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits appropriate attitudes, values and behaviors in difficult situations, including caring, honesty, genuine interest in patients and families, and tolerance and acceptance of diverse individuals and groups</li> <li>Effectively analyzes and manages ethical issues in difficult clinical situations</li> </ul>	<ul style="list-style-type: none"> <li>Balances ethical principles required for individual patient care with those needed for addressing population health</li> <li>Consistently and effectively analyzes and manages ethical issues in both clinical and population-based medicine</li> </ul>	<ul style="list-style-type: none"> <li>Develops organizational policies and education to support the application of these principles in the practice of individual and population-based medicine</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Accountability to patients, society and the profession — Professionalism 2				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Recognizes limits of knowledge in most clinical situations</li> <li>• Understands importance of physician accountability</li> <li>• Aware of the basic causes of impairment in professionals such as fatigue, and substance use</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently recognizes limits of knowledge in common clinical situations and asks for assistance</li> <li>• Demonstrates physician accountability to individual patients in clinical situations</li> <li>• Identifies resources to address impairment of professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately engages other members of the healthcare team</li> <li>• Demonstrates physician accountability to a patient population in clinical situations</li> <li>• Able to recognize impairment in themselves or other members of the healthcare team</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates the ability to identify limits of own knowledge and proactively incorporates the expertise of others from the healthcare team into clinical and population-based practice</li> <li>• Demonstrates physician accountability to patients, society, and profession in the performance of clinical and population-based duties</li> <li>• Able to respond appropriately to impairment in members of the healthcare team</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as a consultant for clinical and population health topics</li> <li>• Exemplifies ethical leadership in clinical and population-based settings</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

<b>Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds; communicate effectively with physicians, other health care professionals and health related agencies; work effectively as a member or leader of a health care team or other professional group; act in a consultative role to other physicians and health professionals — Interpersonal Communication and Skills 1</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Recognizes the importance of effective communication with patients, families, and public</li> <li>• Recognizes the importance of effective communication with the health care team</li> <li>• Recognizes the importance of working with other members of the health care team</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates effective communication with patients, families, or public in common situations</li> <li>• Demonstrates effective communication with the health care team in common situations</li> <li>• Works effectively with the health care team in common situations</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates effective communication with patients or the public in issues related to confidential and/or highly sensitive medical information</li> <li>• Demonstrates effective communication with the health care team in clinical and population settings</li> <li>• Works effectively with the health care team in clinical and population settings</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates effective communication with patients and the public in issues related to confidential and/or highly sensitive medical information using multiple communication modalities</li> <li>• Able to communicate effectively with the health care team in stressful situations/crises</li> <li>• Works effectively with the health care team in stressful situations/crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Creates policy for effective communication of complex health information</li> <li>• Demonstrates effective communication outside of the local healthcare environment, such as state and federal agencies, regional health care systems</li> <li>• Understands the importance of working with diverse stakeholders outside of the local health care environment, such as state and federal agencies, regional health care systems</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

Maintain comprehensive, timely and legible medical records, including electronic health records (EHR) — Interpersonal Communication and Skills 2				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Recognizes the importance of maintaining timely and legible records, including EHR</li> </ul>	<ul style="list-style-type: none"> <li>Maintains timely and legible records, including EHR</li> </ul>	<ul style="list-style-type: none"> <li>Maintains complete, timely, and legible records, including EHR</li> </ul>	<ul style="list-style-type: none"> <li>Consistently maintains complete, timely, and legible records, including EHR</li> </ul>	<ul style="list-style-type: none"> <li>Develops a protocol for record maintenance</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>