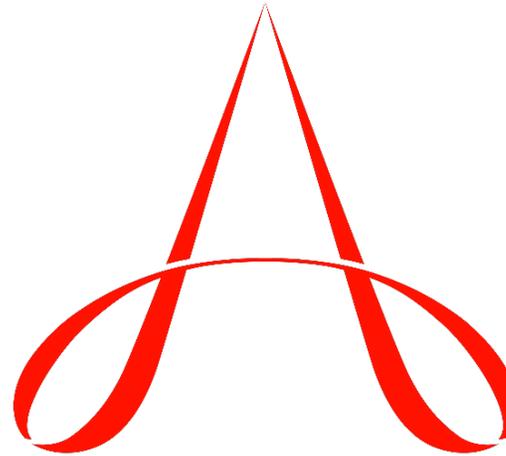




Pediatric Dermatology Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

Implementation Date: July 2022

First Version: November 2021

Pediatric Dermatology Milestones

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

Pediatric Dermatology Milestones

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American Board of Dermatology
Review Committee for Dermatology
Pediatric Dermatology Fellowship Directors Committee of the Society for Pediatric Dermatology

Understanding Milestone Levels and Reporting

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

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert resident/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 resident/fellow may achieve higher levels early in the educational program just as a senior resident/fellow may be at a lower level later in the educational program. There is no predetermined timing for a resident to attain any particular level. Residents/Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the resident/fellow.

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

Additional Notes

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

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

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.

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

Patient Care 5: Therapeutics Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies patients who are candidates for topical and systemic therapy	Provides appropriate counseling regarding adverse effects and reasonable risks	Consistently evaluates treatment response and counsels patients on expectations of therapy	Consistently identifies refractory disease and independently escalates therapy as necessary	Independently manages rare and complex diseases based on emerging evidence
Identifies available treatment options for common skin disorders based on patient age and underlying medical conditions	Selects treatment options for common skin disorders, with guidance, based on patient age and underlying medical conditions	With guidance, selects therapeutic modalities for common and uncommon pediatric skin disorders while balancing risks and benefits based on patient age and underlying medical conditions	Independently selects Among all available therapeutic modalities for common and uncommon skin disorders based on patient age and underlying medical conditions	Evaluates the application of novel and emerging therapeutic modalities or unique applications of existing drugs based on patient age and underlying medical conditions
Identifies therapeutic agents which require laboratory monitoring	Selects appropriate laboratory monitoring for systemic treatments for pediatric patients, with guidance	Selects appropriate laboratory monitoring for pediatric patients and manages adverse effects, with guidance	Independently orders appropriate laboratory monitoring and manages adverse effects of therapeutics	Develops systems for safety monitoring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

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: Medical Dermatology				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains basic pediatric dermatologic history and physical exam	Evaluates pediatric patients with common dermatologic conditions, with assistance	Independently evaluates pediatric patients with common dermatologic conditions	Independently evaluates pediatric patients with complex dermatologic conditions	Independently evaluates and manages pediatric patients with rare, atypical, or refractory dermatologic conditions
Identifies management options for common dermatologic conditions in children	Manages pediatric patients with common dermatologic conditions, with assistance	Independently manages pediatric patients with common dermatologic conditions	Independently manages pediatric patients with complex dermatologic conditions and/or comorbidities	Provides expert advice and consultation to other care practitioners on common and complex pediatric dermatologic conditions
<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: Dermatologic Procedures and Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs pre- and post-operative assessment for common, office-based procedures on pediatric patients, with guidance</p> <p>Identifies indications and contraindications for procedures in pediatric patients</p> <p>Demonstrates awareness of potential procedural complications</p>	<p>Performs pre-operative assessment for diagnostic and therapeutic (excisions, laser) procedures on pediatric patients, including alternatives and/or deferral of procedural approaches</p> <p>Performs procedures on pediatric patients using patient comfort strategies, with assistance</p> <p>Identifies procedural complications, with assistance</p>	<p>Performs pre-operative assessment and counseling of risk for diagnostic and therapeutic (excisions, laser) procedures and deciding the most appropriate setting for the procedure (e.g., office versus ambulatory surgery center) based on complexity of the planned procedure, with guidance</p> <p>Independently performs procedures on pediatric patients with routine conditions using patient comfort strategies</p> <p>Manages procedural complications, with guidance</p>	<p>Independently performs pre-operative assessment and counseling of risk for diagnostic and therapeutic (excisions, laser) procedures and deciding the most appropriate setting for the procedure (e.g., office versus ambulatory surgery center) based on complexity of the planned procedures(s)</p> <p>Independently performs a range of procedures on pediatric patients with complex conditions using patient comfort strategies</p> <p>Independently identifies and manages procedural complications</p>	<p>Provides expert advice and consultation to other care practitioners for complex procedural management (surgical or laser) of pediatric patients with various dermatologic conditions</p> <p>Helps to develop improved procedure methodologies and management for complications of 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> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 3: Diagnostics				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the indications, and selects and performs in-office tests, with assistance</p> <p>Selects laboratory, imaging, and other diagnostic tests for common presentations</p>	<p>Independently selects and performs in-office tests; interprets in-office diagnostic tests, with assistance</p> <p>Independently interprets laboratory, imaging, and other diagnostic tests for common presentations</p>	<p>Independently selects, performs, and interprets a full spectrum of in-office tests</p> <p>Interprets laboratory, imaging, and other diagnostic tests for complex or rare presentations, with guidance</p>	<p>Independently interprets laboratory, imaging, and other diagnostic tests for complex or rare presentations</p> <p>Independently seeks further assistance or expertise for interpretation of discordant diagnostic results</p>	<p>Evaluates the application of novel and emerging diagnostic tests</p> <p>Provides expert advice on the interpretation of discordant diagnostic results</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> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 4: Critical Thinking/Differential Diagnosis				
Level 1	Level 2	Level 3	Level 4	Level 5
Develops a differential diagnosis for common presentations of pediatric conditions, with guidance	Independently develops a differential diagnosis for common presentations of pediatric conditions	Develops a prioritized differential diagnosis for complex presentations of pediatric conditions and recognizes nuances in clinical and diagnostic features	Pursues and synthesizes additional information to reach high-probability diagnoses with continuous re-appraisal	Seeks and integrates additional data and educates others to minimize clinical reasoning errors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 5: Therapeutics Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies patients who are candidates for topical and systemic therapy	Provides appropriate counseling regarding adverse effects and reasonable risks	Consistently evaluates treatment response and counsels patients on expectations of therapy	Consistently identifies refractory disease and independently escalates therapy as necessary	Independently manages rare and complex diseases based on emerging evidence
Identifies available treatment options for common skin disorders based on patient age and underlying medical conditions	Selects treatment options for common skin disorders, with guidance, based on patient age and underlying medical conditions	Selects therapeutic modalities for common and uncommon pediatric skin disorders while balancing risks and benefits based on patient age and underlying medical conditions, with guidance	Independently selects from among all available therapeutic modalities for common and uncommon skin disorders based on patient age and underlying medical conditions	Evaluates the application of novel and emerging therapeutic modalities or unique applications of existing drugs based on patient age and underlying medical conditions
Identifies therapeutic agents that require laboratory monitoring	Selects appropriate laboratory monitoring for systemic treatments for pediatric patients, with guidance	Selects appropriate laboratory monitoring for pediatric patients and manages adverse effects, with guidance	Independently orders appropriate laboratory monitoring and manages adverse effects of therapeutics	Develops systems for safety monitoring
<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 1: Knowledge of Dermatologic Disease				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes fundamental cutaneous anatomy and physiology of neonatal, pediatric, and adolescent skin</p> <p>Demonstrates knowledge of the clinical features of common pediatric dermatologic disorders</p>	<p>Describes pathophysiology of common pediatric skin disorders</p> <p>Demonstrates knowledge of the clinical features, associations, treatments, and expected course of common pediatric dermatologic disorders</p>	<p>Demonstrates knowledge of the pathophysiology of complex pediatric skin disorders</p> <p>Demonstrates knowledge of the clinical features, associations, treatments, and expected course of uncommon and complex pediatric dermatologic disorders</p>	<p>Synthesizes knowledge of pathophysiology of pediatric skin disorders and applies this knowledge to management and counseling</p> <p>Demonstrates comprehensive knowledge of the clinical features, associations, treatments, and expected course of pediatric dermatologic disorders, including impact on overall physical and psychosocial well-being</p>	<p>Teaches emerging concepts in cutaneous pathophysiology as it applies to the pediatric patient</p> <p>Teaches emerging concepts in clinical features, associations, treatments, or expected course of common, uncommon, and complex pediatric dermatologic disorders</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> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Medical Knowledge 2: Visual Recognition				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common pediatric skin diseases with characteristic findings Describes morphology with fluency	Identifies uncommon pediatric skin diseases with characteristic findings Identifies subtle morphologic features that distinguish among entities	Identifies variable presentations of common pediatric skin disease Integrates visual diagnostic tools (e.g., dermoscopy) for basic diagnoses	Identifies variable presentations of uncommon and rare pediatric skin disease Integrates visual diagnostic tools for a wide range of diagnoses of the skin, hair, and nails	Mentors others in recognizing pediatric skin disease, including the use of visual diagnostic tools
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common safety events	Identifies system factors that lead to safety events	Participates in analysis of safety events (simulated or actual)	Conducts analysis of safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems with guidance from fellowship mentor	Participates in disclosure of patient safety events to patients and their families (simulated or actual)	Discloses patient safety events to patients and their families (simulated or actual) with guidance from mentor	Independently discloses patient safety events to patients and their families (simulated or actual)
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., handwashing, needle stick prevention, masking, laser eye protection)	Participates in local quality improvement initiatives	Demonstrates understanding of the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of interprofessional team members	Coordinates care of patients in complex clinical situations effectively using the roles of interprofessional team members	Leads 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	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 inequities	Identifies specific population and community health needs and inequities for the 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
<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 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care delivery system	Describes how components of a complex health care delivery system are interrelated, and how this impacts patient care	Identifies various components of the complex health care delivery system and their role in efficient and effective patient care	Modifies individual practice to optimize the effects on the broader health care delivery system	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care
Describes basic health payment systems and practice models	Delivers care with consideration of each patient's payment model	Engages with patients in shared decision-making, informed by each patient's payment models	Advocates for patient care needs within the limitations of each patient's payment model	Participates in health policy advocacy activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to feedback and performance data to inform goals	Occasionally seeks feedback and performance data and responds with adaptability and self-reflection	Systematically seeks feedback and performance data and responds with adaptability and self-reflection	Models adaptability and self-reflection and coaches others to seek feedback and performance data
Acknowledges limits and gaps between expectations and performance; demonstrates self-awareness	Analyzes the factors that contribute to limits and gaps in performance; demonstrates appropriate help-seeking behaviors	Creates a learning plan in response to feedback	Uses performance data to assess the learning plan and modifies it when necessary	Mentors others on the design and implementation of learning plans
<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 3: Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies areas worthy of scholarly investigation, with supervision	Designs a scholarly activity with a mentor(s)	Engages in scholarly work, incorporates feedback, and participates in critical appraisal and analysis of project data	Produces scholarly work suitable for dissemination as an abstract or presentation	Disseminates independent scholarly work that generates new medical knowledge, educational programs, or process improvement
<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"/>

Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses	Demonstrates insight into 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 oneself and others	Coaches others when their behavior fails to meet professional expectations
Describes when and how to report professionalism lapses	Takes responsibility for one's own professionalism lapses	Identifies individual and institutional barriers to professionalism		
<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 medical ethical principles	Analyzes straightforward situations using ethical principles	Analyzes complex situations using ethical principles	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution Serves as resource for colleagues who face ethical dilemmas
<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
<p>Responds promptly to requests or reminders to complete tasks</p> <p>Takes responsibility for failure 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 one's 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 ensures the needs of patients are met during and after a visit</p>	<p>Mitigates situations that may impact the ability of other members of the health care team to complete tasks and responsibilities in a timely manner</p> <p>Identifies strategies to enhance accountability of team members involved in patient care</p>	<p>Takes ownership of system outcomes and revises systems to enhance accountability</p> <p>Implements strategies to enhance accountability of team members involved in patient 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"/></p>				

Professionalism 4: Self-Awareness and Help-Seeking Behaviors				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the status of personal and professional well-being, when prompted	Independently recognizes the status of personal and professional well-being	Proposes a plan to optimize personal and professional well-being, with assistance	Independently develops a plan to optimize personal and professional well-being	Coaches others to optimize personal and professional well-being and set limits
Recognizes personal and professional limits, when prompted	Independently recognizes personal and professional limits and seeks help when appropriate	Proposes a plan to remediate or improve personal and professional well-being and set limits, with assistance	Independently develops a plan to remediate or improve personal and professional well-being and set limits	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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

Interpersonal and Communication Skills 1: 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 common barriers (e.g., language) to effective communication</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers (e.g., health literacy) to effective communication</p>	<p>Establishes a therapeutic relationship in challenging patient encounters, with guidance</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p>	<p>Independently establishes a therapeutic relationship in challenging patient encounters</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p>	<p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Independently uses shared decision-making to make a personalized care plan when there is a high degree of uncertainty</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: Patient and Family Education and Counseling				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the link between patient outcomes and patient and patient family education	Describes methods for effective patient and patient family education	Educates patients and their families effectively in straightforward situations, including eliciting understanding of information provided	Educates patients and their families effectively in complex situations	Educates patients and their families in self-advocacy and community outreach
Identifies the importance of engaging in shared decision-making	Identifies elements of shared decision-making	Uses shared decision-making to make a personalized care plan, with guidance	Independently uses shared decision-making to make a personalized care plan	
Identifies the process for achieving informed consent based on patient age and developmental level	Communicates procedural expectations to patients' families with appropriate pre-procedural counseling, guided by the age and developmental stage of the patient	Counsels patients and their families through the decision-making process for straightforward procedures, guided by the age and developmental stage of the patient	Counsels patients and their families through the decision-making process for complex procedures, guided by the age and developmental stage of the patient	Counsels patients and their families through the decision-making process for high-risk procedures, guided by the age and developmental stage of the patient as well as the long-term prognosis of the condition
<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: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests and responds to a consultation request	Clearly and concisely requests and responds to a consultation request	Checks understanding of recommendations when providing consultations	Coordinates recommendations from different members of the health care team to optimize patient care	Role models flexible communication strategies that value input from all health care team members, resolving conflicts when needed
Uses language that values all members of the health care team	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides feedback to peers and learners	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 4: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accurately records information in the electronic health record (EHR) in a timely manner</p> <p>Safeguards protected health information by using appropriate communication channels</p>	<p>Demonstrates organized diagnostic and therapeutic reasoning through notes in the EHR</p> <p>Uses documentation tools (e.g., EHR templates, smart phrases) accurately and appropriately, per institutional policy</p>	<p>Concisely reports diagnostic and therapeutic reasoning in the EHR, using objective and professional language</p> <p>Appropriately selects and uses direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text, inbox messages) forms of communication based on context</p>	<p>Communicates clearly, concisely, and in an organized written form, including providing anticipatory guidance</p> <p>Produces written or verbal communication (e.g., patient notes, email) that serves as an example for others to follow</p>	<p>Coaches others to improve their 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>				