

The Radiation Oncology Milestone Project

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. The Milestones are designed only for use in evaluation of resident physicians in the context of their participation in Accreditation Council for Graduate Medical Education (ACGME)–accredited residency or fellowship programs. They neither represent the entirety of the dimensions of the 6 domains of physician competency, nor are they designed to be relevant in any other context.

Milestone Reporting

This document presents Milestones designed for programs to use in semiannual 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 1 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 postgraduate year of education.

Selection of a level implies that the resident demonstrates the Milestones in that level, as well as those in lower levels (see FIGURE).

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 midresidency 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 that 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 4 levels appropriately represent the developmental framework, and whether Milestone data are of sufficient quality to be used for high-stakes decisions.

Examples are provided with some Milestones. Please note that 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 conform to the 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.

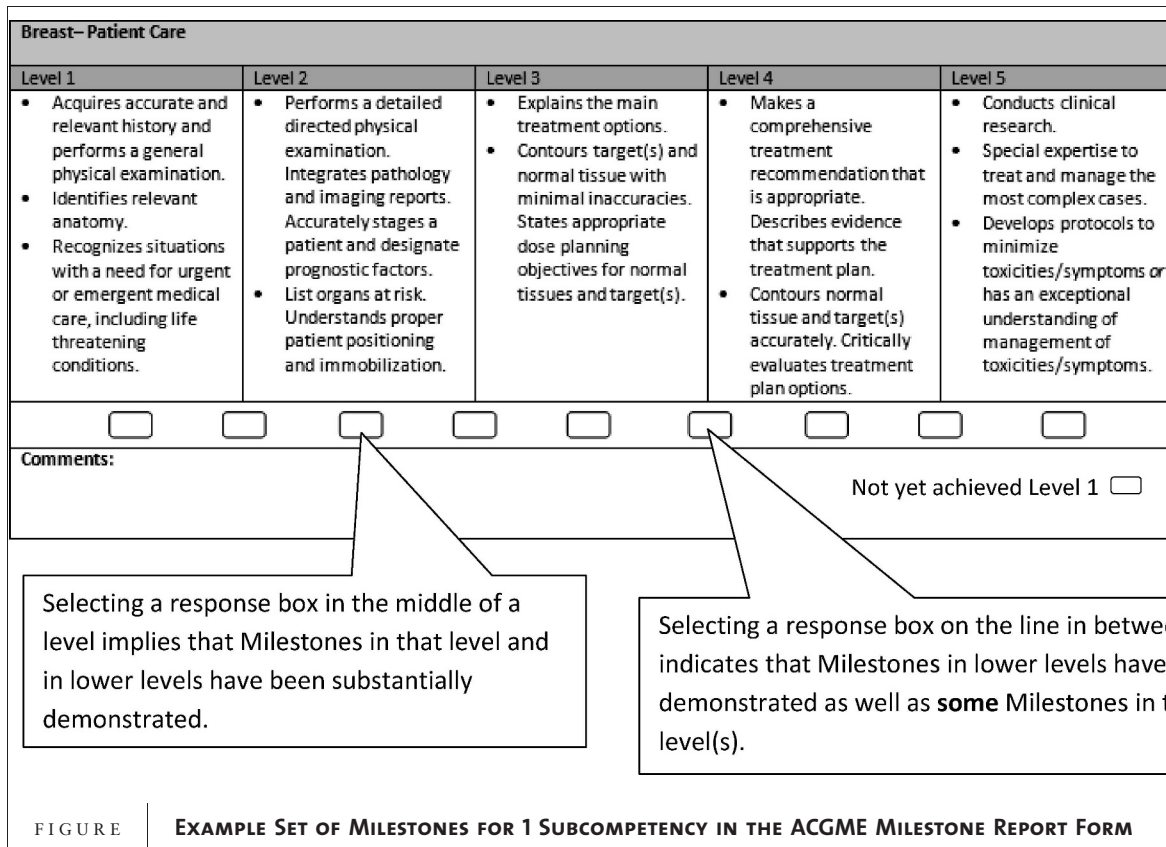
To aid in scoring the Milestones, a listing of assessment tools by competency is available from the Radiation Oncology Residency Review Committee page on the ACGME website. These assessment tools are not required.

ACGME Milestone Report Form

The FIGURE presents an example set of Milestones for 1 subcompetency in the same format as the Milestone Report Form. For each reporting period, a resident's performance on the Milestones for each subcompetency will be indicated by:

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- 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.”

| RADIATION ONCOLOGY MILESTONES | | | | | | | | | |
|-------------------------------|---|----------------|---|----------------|--|----------------|--|----------------|--|
| PATIENT CARE | | | | | | | | | |
| Lymphoma—Patient Care 1 | | | | | | | | | |
| Level 1 | <ul style="list-style-type: none"> Acquires accurate and relevant history and performs a general physical examination Identifies relevant anatomy Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions | Level 2 | <ul style="list-style-type: none"> Performs a detailed and directed history and physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors Lists organs at risk; understands proper patient positioning and immobilization Recognizes toxicities/symptoms seen in lymphoma patients treated with radiotherapy | Level 3 | <ul style="list-style-type: none"> Explains the main treatment options Designs blocks, contours target(s), and contours normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s) With supervision, manages patients with toxicities/symptoms seen in lymphoma patients treated with radiotherapy | Level 4 | <ul style="list-style-type: none"> Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan Designs blocks, contours target(s), and contours normal tissues accurately; critically evaluates treatment plan options Independently manages toxicities/symptoms seen in lymphoma patients treated with radiotherapy | Level 5 | <ul style="list-style-type: none"> Conducts clinical research Develops special expertise to treat and manage the most complex cases Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms |
| Head and Neck—Patient Care 2 | | | | | | | | | |
| Level 1 | <ul style="list-style-type: none"> Acquires accurate and relevant history and performs a general physical examination Appropriately identifies relevant anatomy Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions | Level 2 | <ul style="list-style-type: none"> Performs a detailed directed history and physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors Identifies treatment options Lists organs at risk; understands proper patient positioning and immobilization Recognizes toxicities/symptoms seen in head and neck cancer patients treated with radiotherapy | Level 3 | <ul style="list-style-type: none"> Explains the main treatment options Outlines an appropriate comprehensive treatment plan regarding radiotherapy and other treatment modalities Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s) With supervision, manages patients with toxicities/symptoms seen in head and neck cancer patients treated with radiotherapy | Level 4 | <ul style="list-style-type: none"> Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports a comprehensive treatment plan Contours normal tissue and target(s) accurately; critically evaluates treatment plan options Independently manages patients with toxicities/symptoms seen in head and neck cancer patients treated with radiotherapy | Level 5 | <ul style="list-style-type: none"> Conducts clinical research Develops special expertise to treat and manage the most complex cases Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms |

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|--|---|--|---|--|
| Genitourinary (GU)—Patient Care 3 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> ▪ Acquires accurate and relevant history and performs a general physical examination ▪ Identifies relevant anatomy ▪ Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions | <ul style="list-style-type: none"> ▪ Performs a detailed and directed history and physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors ▪ Lists organs at risk; understands proper patient positioning and immobilization ▪ Recognizes toxicities/symptoms seen in GU patients treated with radiotherapy | <ul style="list-style-type: none"> ▪ Explains the main treatment options ▪ Designs blocks, contours target(s), and contours normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s) ▪ With supervision, manages patients with toxicities/symptoms seen in GU patients treated with radiotherapy | <ul style="list-style-type: none"> ▪ Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan ▪ Designs blocks, contours target(s), and contours normal tissues accurately; critically evaluates treatment plan options ▪ Independently manages toxicities/symptoms seen in GU patients treated with radiotherapy | <ul style="list-style-type: none"> ▪ Conducts clinical research ▪ Develops special expertise to treat and manage the most complex cases ▪ Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms |
| Palliation—Patient Care 4 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> ▪ Acquires an accurate and relevant history and performs a general physical examination ▪ Identifies relevant anatomy ▪ Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions | <ul style="list-style-type: none"> ▪ Performs a detailed directed physical examination; performs accurate pain assessment; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors ▪ Recognizes toxicities/symptoms seen in the practice of palliative radiation oncology; is aware of options for pain management and end-of-life issues | <ul style="list-style-type: none"> ▪ Explains the main treatment options ▪ With supervision, manages patients with toxicities/symptoms seen in patients treated with palliative radiotherapy, including pain issues | <ul style="list-style-type: none"> ▪ Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan ▪ Independently manages toxicities/symptoms seen in patients treated with palliative radiotherapy ▪ Develops appropriate and effective pain management strategy that requires no modification by attending | <ul style="list-style-type: none"> ▪ Conducts clinical research ▪ Demonstrates special expertise to treat and manage the most complex cases ▪ Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms |
| Breast—Patient Care 5 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> ▪ Acquires accurate and relevant history and performs a general physical examination ▪ Identifies relevant anatomy ▪ Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions | <ul style="list-style-type: none"> ▪ Performs a detailed directed physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors ▪ Lists organs at risk; understands proper patient positioning and immobilization | <ul style="list-style-type: none"> ▪ Explains the main treatment options ▪ Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s) | <ul style="list-style-type: none"> ▪ Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan ▪ Contours normal tissue and target(s) accurately; critically evaluates treatment plan options | <ul style="list-style-type: none"> ▪ Conducts clinical research ▪ Develops special expertise to treat and manage the most complex cases ▪ Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms |

| Gastrointestinal (GI)—Patient Care 6 | | | | |
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| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> Acquires accurate and relevant history and performs a general physical examination Identifies relevant anatomy Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions | <ul style="list-style-type: none"> Performs a detailed directed physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors Lists organs at risk; understands proper patient positioning and immobilization Recognizes toxicities/symptoms seen in GI cancer patients treated with radiotherapy | <ul style="list-style-type: none"> Explains the main treatment options Contours target(s)/normal tissues and delineates field borders with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s) With supervision, manages patients with toxicities/symptoms seen in GI cancer patients treated with radiotherapy | <ul style="list-style-type: none"> Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan Contours target(s)/normal tissues and delineates field borders accurately; critically evaluates treatment plan options Independently manages patients with toxicities/symptoms seen in GI cancer patients treated with radiotherapy | <ul style="list-style-type: none"> Conducts clinical research Develops special expertise to treat and manage the most complex cases Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms |
| Gynecologic (GYN)—Patient Care 7 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> Acquires accurate and relevant history and performs a general physical examination Appropriately identifies relevant anatomy Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions | <ul style="list-style-type: none"> Performs a detailed directed physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors Lists organs at risk; understands proper patient positioning and immobilization Recognizes toxicities/symptoms seen in GYN cancer patients treated with radiotherapy | <ul style="list-style-type: none"> Explains the main treatment options which may include observation or radiation Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s) With supervision, manages patients with toxicities/symptoms seen in GYN cancer patients treated with radiotherapy | <ul style="list-style-type: none"> Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan Describes details of radiation therapy; cites evidence-based practice guidelines or institutional standards Contours normal tissue and target(s) accurately; critically evaluates treatment plan options Independently manages patients with toxicities/symptoms seen in GYN cancer patients treated with radiotherapy | <ul style="list-style-type: none"> Conducts clinical research Develops special expertise to treat and manage the most complex cases Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms |

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| Lung—Patient Care 8 | | | | | | | | | |
| Level 1 | <ul style="list-style-type: none"> Acquires accurate and relevant history and performs a general physical examination Identifies relevant anatomy Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions | Level 2 | <ul style="list-style-type: none"> Performs a detailed directed physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors Lists organs at risk; understands proper patient positioning and immobilization Recognizes toxicities/symptoms seen in lung cancer patients treated with radiotherapy | Level 3 | <ul style="list-style-type: none"> Explains the main treatment options Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s) With supervision, manages patients with toxicities/symptoms seen in lung cancer patients treated with radiotherapy | Level 4 | <ul style="list-style-type: none"> Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan Contours normal tissue and target(s) accurately; critically evaluates treatment plan options Independently manages patients with toxicities/symptoms seen in lung cancer patients treated with radiotherapy | Level 5 | <ul style="list-style-type: none"> Conducts clinical research Develops special expertise to treat and manage the most complex cases Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms |
| Adult Brain Tumor—Patient Care 9 | | | | | | | | | |
| Level 1 | <ul style="list-style-type: none"> Acquires accurate and relevant history and performs a general physical examination Identifies relevant anatomy Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions | Level 2 | <ul style="list-style-type: none"> Performs a detailed directed physical examination; integrates pathology and imaging reports; accurately stages a patient and designates prognostic factors Lists normal tissue at risk; understands proper patient positioning and immobilization Recognizes toxicities/symptoms seen in patients with brain tumors treated with radiotherapy | Level 3 | <ul style="list-style-type: none"> Explains the main treatment options Contours target(s) and normal tissue with minimal inaccuracies; states appropriate dose planning objectives for normal tissues and target(s) With supervision, manages toxicities/symptoms seen in patients with brain tumors treated with radiotherapy | Level 4 | <ul style="list-style-type: none"> Makes a comprehensive treatment recommendation that is appropriate; describes evidence that supports the treatment plan Contours normal tissue and target(s) accurately; critically evaluates treatment plan options Independently manages patients with toxicities/symptoms seen in patients with brain tumors treated with radiotherapy | Level 5 | <ul style="list-style-type: none"> Conducts clinical research Develops special expertise to treat and manage the most complex cases Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms |
| Brachytherapy—Patient Care 10 | | | | | | | | | |
| Level 1 | <ul style="list-style-type: none"> Observes patients undergoing brachytherapy | Level 2 | <ul style="list-style-type: none"> Selects appropriate patients and understands relevant radiation safety protocols and procedures | Level 3 | <ul style="list-style-type: none"> Plans and performs brachytherapy with minimal faculty member assistance | Level 4 | <ul style="list-style-type: none"> Is able to independently plan and perform brachytherapy appropriately | Level 5 | <ul style="list-style-type: none"> Exceptional technical performance of brachytherapy |
| Stereotactic Radiosurgery (SRS)/Stereotactic Body Radiotherapy (SBRT)—Patient Care 11 | | | | | | | | | |
| Level 1 | <ul style="list-style-type: none"> Observes patients undergoing SRS/SBRT | Level 2 | <ul style="list-style-type: none"> Selects appropriate patients and understands relevant radiation safety protocols and procedures | Level 3 | <ul style="list-style-type: none"> Plans and performs SRS/SBRT with minimal faculty member assistance | Level 4 | <ul style="list-style-type: none"> Is able to independently plan and perform SRS/SBRT appropriately | Level 5 | <ul style="list-style-type: none"> Conducts clinical research |

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| MEDICAL KNOWLEDGE | | | | |
| Medical Physics—Medical Knowledge 1 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> Recognizes the importance of medical physics in radiation oncology | <ul style="list-style-type: none"> Understands basic concepts of medical physics | <ul style="list-style-type: none"> Applies concepts of medical physics to clinical situations | <ul style="list-style-type: none"> Thoroughly understands medical physics concepts for safe delivery of radiation therapy | <ul style="list-style-type: none"> Conducts medical physics research |
| Radiation/Cancer Biology—Medical Knowledge 2 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> Recognizes the importance of radiation/cancer biology in radiation oncology | <ul style="list-style-type: none"> Understands basic concepts of radiation/cancer biology | <ul style="list-style-type: none"> Applies concepts of radiation/cancer biology to clinical situations | <ul style="list-style-type: none"> Thoroughly understands radiation/cancer biology concepts for safe delivery of radiation therapy | <ul style="list-style-type: none"> Performs radiation/cancer biology research |
| SYSTEMS-BASED PRACTICE | | | | |
| 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"> Recognizes various health care delivery settings and systems | <ul style="list-style-type: none"> Works and coordinates patient care in various health care delivery settings and systems for common clinical situations | <ul style="list-style-type: none"> Works and coordinates patient care in various health care delivery settings and systems for most clinical situations | <ul style="list-style-type: none"> Works and coordinates patient care in various health care delivery settings and systems for all clinical situations | <ul style="list-style-type: none"> Publishes research on coordinating patient care in various health care delivery settings and systems |
| Incorporate considerations of cost awareness and risk-benefit analysis in patient-based 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"> Recognizes the importance of cost awareness and risk-benefit analysis for patient-based and/or population-based care | <ul style="list-style-type: none"> Incorporates considerations of cost awareness and risk-benefit analysis for patient-based and/or population-based care for common clinical situations | <ul style="list-style-type: none"> Incorporates considerations of cost awareness and risk-benefit analysis in patient-based and/or population-based care for most clinical situations | <ul style="list-style-type: none"> Incorporates considerations of cost awareness and risk-benefit analysis for patient-based and/or population-based care for all clinical situations | <ul style="list-style-type: none"> Publishes research on cost awareness and risk-benefit analysis for patient-based and/or population-based care |

| Work in interprofessional 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 system solutions—Systems-Based Practice 3 | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> Recognizes the importance of working in interprofessional teams to enhance patient safety and improve patient care quality Recognizes the importance of advocating for quality care and optimal patient care systems Recognizes the importance of participating in identifying system errors and implementing potential system solutions | <ul style="list-style-type: none"> Works in interprofessional teams to enhance patient safety and improve patient care quality in common clinical situations Advocates for quality care and optimal patient care systems in common clinical situations Participates in identifying system errors and implementing potential system solutions in common clinical situations | <ul style="list-style-type: none"> Works in interprofessional teams to enhance patient safety and improve patient care quality in most clinical situations Advocates for quality care and optimal patient care systems in most clinical situations Participates in identifying system errors and implementing potential system solutions in most clinical situations | <ul style="list-style-type: none"> Works in interprofessional teams to enhance patient safety and improve patient care quality in all clinical situations Advocates for quality care and optimal patient care systems in all clinical situations Participates in identifying system errors and implementing potential system solutions in all clinical situations | <ul style="list-style-type: none"> Publishes research on quality patient care or patient safety |
| PRACTICE-BASED LEARNING AND IMPROVEMENT | | | | |
| 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 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> Acknowledges gaps in personal knowledge and expertise, and frequently asks for feedback Understands the importance of setting learning and improvement goals Can identify problems in health care delivery and see the quality gap in care | <ul style="list-style-type: none"> Begins to assess performance by evaluating feedback and assessments Begins to develop learning and improvement goals based on feedback, with some external assistance Uses information technology to locate scientific studies related to patient health problems Understands the essentials of quality improvement | <ul style="list-style-type: none"> Frequently assesses performance by evaluating feedback and assessments Develops learning and improvement goals based on feedback, with minimal external assistance Critically appraises scientific studies related to patient health problems Is able to define and construct process and outcome measures of quality | <ul style="list-style-type: none"> Always assesses performance by evaluating feedback and assessments Performs self-directed learning independently Assimilates evidence from scientific studies into practice Designs and completes a quality improvement project | <ul style="list-style-type: none"> Publishes research on practice quality improvement |
| Participate in the education of patients, families, students, residents, and other health professionals—Practice-Based Learning and Improvement 2 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> Understands the importance of the education of patients, families, students, residents, and other health professionals | <ul style="list-style-type: none"> Participates in the education of patients and their families in common situations | <ul style="list-style-type: none"> Participates in the education of patients and their families, students, residents, and other health professionals in common situations | <ul style="list-style-type: none"> Participates in the education of patients and their families, students, residents, and other health professionals in all situations | <ul style="list-style-type: none"> Publishes research on patient education Develops a protocol for educating patients |

PROFESSIONALISM

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"> Seeks out, learns from, and models the attitudes and behaviors of physicians who exemplify appropriate professional attitudes, values, and behaviors, including caring, honest, genuine interest in patients and families, and tolerance and acceptance of diverse individuals and groups Is aware of basic bioethical principles; is able to identify ethical issues in clinical situations | <ul style="list-style-type: none"> Exhibits appropriate attitudes, values, and behaviors in straightforward situations, including caring, honest, interest in patients and families, and tolerance and acceptance of diverse individuals and groups Consistently recognizes ethical issues in practice; is able to discuss, analyze, and manage in common clinical situations | <ul style="list-style-type: none"> Exhibits appropriate attitudes, values, and behaviors in most situations, including caring, honest, genuine interest in patients and families, and tolerance and acceptance of diverse individuals and groups Effectively analyzes and manages ethical issues in most clinical situations | <ul style="list-style-type: none"> Exhibits appropriate attitudes, values, and behaviors in all situations, including caring, honest, genuine interest in patients and families, and tolerance and acceptance of diverse individuals and groups Consistently and effectively analyzes and manages ethical issues in all clinical situations | <ul style="list-style-type: none"> Develops organizational policies and education to support the application of these principles in the practice of medicine Publishes or presents research on professionalism |

Accountability to patients, society, and the profession; personal responsibility to maintain emotional, physical, and mental health—Professionalism 2

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|--|--|
| <ul style="list-style-type: none"> Recognizes when in need of assistance and is able and willing to ask for help Understands the importance of physician accountability to patients, society, and the profession Is aware of the basic principles and aspects of the general maintenance of emotional, physical, and mental health, including issues of fatigue | <ul style="list-style-type: none"> Consistently recognizes limits of knowledge in common clinical situations and asks for assistance Demonstrates physician accountability to patients, society, and profession in common clinical situations Identifies and manages common situations in which maintaining personal emotional, physical, and mental health, including issues of fatigue, are challenged | <ul style="list-style-type: none"> Consistently recognizes limits of knowledge in most clinical situations Demonstrates physician accountability to patients, society, and profession in most clinical situations Identifies and manages most situations in which maintaining personal emotional, physical, and mental health, including issues of fatigue, are challenged | <ul style="list-style-type: none"> Consistently demonstrates the ability to identify limits of own knowledge in all clinical situations Demonstrates physician accountability to patients, society, and profession in all clinical situations Identifies and manages all situations in which maintaining personal emotional, physical, and mental health, including issues of fatigue, are challenged | <ul style="list-style-type: none"> Develops a protocol to support the application of physician accountability or personal responsibility Publishes or presents research on physician accountability or personal responsibility |

| INTERPERSONAL AND COMMUNICATION SKILLS | | | | |
|--|---|--|--|--|
| Effective communication with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds; effective communication with physicians, other health care professionals, and health-related agencies—Interpersonal and Communication Skills 1 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> ▪ Recognizes the importance of effective communication with patients, families, and the public ▪ Recognizes the importance of effective communication with the health care team | <ul style="list-style-type: none"> ▪ Demonstrates effective communication with patients, families, and the public in common situations ▪ Demonstrates effective communication with the health care team in common situations | <ul style="list-style-type: none"> ▪ Demonstrates effective communication with patients, families, and the public in most situations ▪ Demonstrates effective communication with the health care team in most situations | <ul style="list-style-type: none"> ▪ Demonstrates effective communication with patients, families, and the public in all situations ▪ Demonstrates effective communication with the health care team in all situations | <ul style="list-style-type: none"> ▪ Publishes or presents research on interpersonal communication ▪ Develops a protocol for physician interpersonal communication |
| Effective member or leader of a health care team or other professional group: maintenance of comprehensive, timely, and legible medical records—Interpersonal and Communication Skills 2 | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <ul style="list-style-type: none"> ▪ Recognizes the importance of working effectively as a member of a health care team ▪ Recognizes the importance of maintaining timely and legible records, including electronic health records (EHRs) | <ul style="list-style-type: none"> ▪ Demonstrates the ability to effectively work as a member of a health care team, including the consultative role, in common clinical situations ▪ Maintains accurate, timely, and legible records, including EHRs, for some cases | <ul style="list-style-type: none"> ▪ Demonstrates the ability to effectively work as a member of a health care team, including the consultative role, in most clinical situations ▪ Maintains accurate, timely and legible records, including EHRs, for most cases | <ul style="list-style-type: none"> ▪ Demonstrates the ability to effectively work as a member of a health care team, including the consultative role, in all clinical situations ▪ Maintains accurate, timely, and legible records, including EHRs, in all cases | <ul style="list-style-type: none"> ▪ Publishes or presents research on teamwork or record maintenance ▪ Develops a protocol for teamwork or record maintenance |