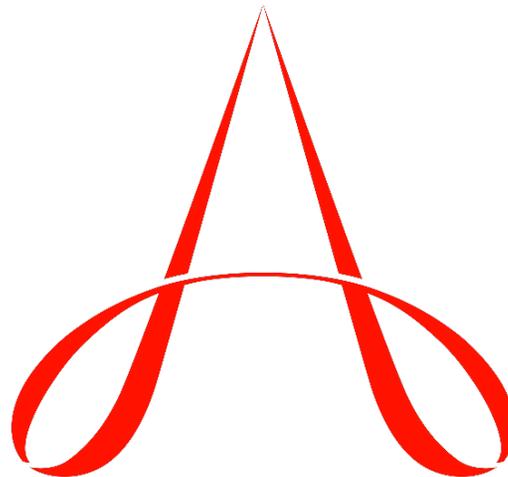# Advanced Heart Failure and Transplant Cardiology Milestones

The Accreditation Council for Graduate Medical Education

ACGME

Advanced Heart Failure and Transplant Cardiology 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 competence 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.

Advanced Heart Failure and Transplant Cardiology Milestones

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

American Board of Internal Medicine

ACGME Review Committee for Internal Medicine

Understanding Milestone Levels and Reporting

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

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in his/her educational program just as a senior fellow may be at a lower level later in his/her educational program. There is no predetermined timing for a fellow to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

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

Additional Notes

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

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 fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, 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 subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

Medical Knowledge 5: Pulmonary Hypertension

Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the World Health Organization (WHO) classifications of pulmonary hypertension	Discusses physiology of the right ventricle and distinction between and pre- and post-capillary pulmonary hypertension	Discusses the pathophysiology of pulmonary hypertension	Assesses prognosis in pulmonary hypertension	Demonstrates knowledge of the pillars of a multidisciplinary pulmonary hypertension program
Discusses the types of drugs used to treat pulmonary hypertension	Identifies drugs used to treat different classes of pulmonary hypertension	Discusses the pharmacology of the drugs used in pulmonary hypertension	Identifies treatment modalities, including investigational agents and multi-drug regimens	Integrates all options in the treatment of pulmonary hypertension including drugs, surgical procedures, and lung transplantation

Comments:

Not Yet Assessable ☐
Critical Deficiencies ☐

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: Transplant				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies patients who may benefit from advanced therapies	Evaluates patients using program selection criteria	Formulates a plan based on hemodynamics, risk assessment, and comorbidities and benefits of continued medical therapy	Determines whether to list a patient for transplant and selects optimal timing based on a complete evaluation	Optimizes selection of patients to meet the fiduciary responsibility to the patient, the program, and the community
	Participates in the evaluation of donors using program selection criteria and performs ongoing reassessment of the patient for continued eligibility for transplant	Manages patients peri-operatively and selects immunosuppressive therapy based on institutional protocol	Manages donor selection prior to transplant and manages early post-transplant complications (e.g., primary graft failure, rejection)	Manages the interdisciplinary team to formulate a care plan to achieve the best possible outcome
	Uses institutional protocol to care for patients post-transplant	Identifies complications of immunosuppression and comorbidities post-transplant	Manages complications of immunosuppression and comorbidities post-transplant	Integrates patient and program specific characteristics to estimate and optimize expected outcomes

Comments:

Not Yet Assessable ☐
Critical Deficiencies ☐

Patient Care 2: Mechanical Circulatory Support (Temporary and Durable)

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies patients at various stages of cardiogenic shock in need of temporary mechanical support	Demonstrates the ability to evaluate a patient for temporary mechanical support device	Manages patients on temporary mechanical support devices	Manages the intra- and early post-operative complications associated with temporary mechanical circulatory support devices	Optimizes patient care by negotiating the complex care of patients on temporary mechanical support devices during the weaning process and recognizes futility of further treatment
Recognizes the patient with chronic heart failure (Stage D) in need of a durable left ventricular assist device	Demonstrates the ability to assess suitability of a patient for durable left ventricular assist device support based on current guidelines and institutional protocols	Manages patients on durable left ventricular assist device support devices	Manages complications of patients on durable mechanical circulatory devices including, but not limited to, bleeding, pump thrombosis, pump failure, and stroke	Manages end-of-life care for patients on durable mechanical circulatory devices

☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

Comments:

Not Yet Assessable   ☐

Critical Deficiencies   ☐

Patient Care 3: Acutely Decompensated Heart Failure				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies patients with new onset heart failure based on signs, symptoms, and other given variables	Evaluates differential diagnosis and selects testing necessary for diagnosis according to guidelines	Formulates plan based on diagnosis for optimizing guideline-directed medical therapy and device therapy	Recognizes the significance of heart failure education for newly diagnosed heart failure and educates the patient on self-care, warning signs, and action plans	Discusses long-term prognosis and outcomes associated with guideline-directed medical therapy, including basic data and risk assessment models to increase patient understanding/awareness
Recognizes acutely decompensated heart failure without shock (heart failure profiles)	Evaluates the etiology for readmission and works to improve cardiac, medical, or patient-related etiologies	Optimizes inpatient management with diuretic protocols/algorithms and optimization of guideline-directed medical therapy to assure compensation and response to management before discharge	Evaluates barriers, including social determinants, that might lead to high risk of readmission	Plans for patient-specific transitions of care to maintain outpatient follow up and prevent readmissions using all available resources
Recognizes acutely decompensated heart failure with shock	Distinguishes various levels of shock based on clinical, lab, and diagnostic variables as described by clinical expert consensus	Manages each level of shock as indicated by guidelines/consensus and internal protocol	Recognizes time and indication for temporary support device and escalation of care	Uses multidisciplinary team for early patient assessment; integrates program-specific guidelines to initiate evaluation for advanced therapies

Comments:

Not Yet Assessable ☐
Critical Deficiencies ☐

Patient Care 4: Management of Chronic Heart Failure				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes clinical signs and symptoms of chronic heart failure with reduced ejection fraction	Monitors patients for complications or changes related to chronic heart failure with reduced ejection fraction	Manages patients with stable chronic heart failure with reduced ejection fraction	Manages patients with advanced and end-stage chronic heart failure with reduced ejection fraction	Manages an outpatient chronic heart failure program
Recognizes clinical signs and symptoms of chronic heart failure with preserved ejection fraction	Monitors patients for complications or changes related to chronic heart failure with preserved ejection fraction	Manages patients with stable chronic heart failure with preserved ejection fraction	Manages patients with advanced and end-stage chronic heart failure with preserved ejection fraction	Advances quality of clinical practice in the treatment strategies for chronic heart failure
	With direct supervision, effectively participates in team-based care in management of common chronic heart failure with reduced ejection fraction and heart failure with preserved ejection fraction	With indirect supervision, effectively participates in team-based care in management of common chronic heart failure with reduced ejection fraction and heart failure with preserved ejection fraction	Effectively participates in team-based care, including palliative care, in management of advanced or end-stage chronic heart failure with reduced ejection fraction and heart failure with preserved ejection fraction	Effectively develops and implements team-based care models in management of chronic heart failure

☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

Comments:

Not Yet Assessable ☐
Critical Deficiencies ☐

Patient Care 5: Pulmonary Hypertension				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the clinical features of pulmonary hypertension	Identifies the basic evaluation of the patient with pulmonary hypertension, including history and physical, echocardiogram, hemodynamic evaluation, and laboratory evaluation	Selects tests for the evaluation and monitoring of the patient with pulmonary hypertension	Independently interprets testing results to develop individual treatment strategies for pulmonary hypertension	Advances quality of clinical practice in the treatment strategies for pulmonary hypertension
Discusses risk factors, outcomes, and survival of patients with pulmonary hypertension	Discusses options for therapy for pulmonary hypertension	Develops team-based care and treatment strategies for pulmonary hypertension, with supervision	Independently develops individual treatment strategies for pulmonary hypertension, including lung or heart-lung transplant referral	Identifies strategies to develop a pulmonary hypertension program

☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Assessable ☐

Critical Deficiencies ☐

Patient Care
The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____Yes _____No _____Conditional on Improvement

Medical Knowledge 1: Transplant

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the indications for and contraindications to heart transplantation	Knows the intra- and early post-operative complications of heart transplantation	Knows the long-term complications of heart transplantation	Applies knowledge of potential complications after heart transplantation to optimize patient outcomes	Demonstrates knowledge of the pillars of a successful heart transplant program, including outcomes and resource allocation
Knows the principles of immunology pertinent to heart transplantation	Knows the mechanism of action, adverse effects, and drug-drug interactions of immunosuppressant therapies	Knows the strengths and limitations of strategies used to detect, monitor, and treat transplant rejection	Applies knowledge of transplant immunology and pharmacology to optimize patient outcomes	

☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Assessable ☐

Critical Deficiencies ☐

Medical Knowledge 2: Mechanical Circulatory Support

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the characteristics of temporary mechanical support devices	Knows the indications for and contraindications for temporary mechanical circulatory support	Knows intra- and early post-operative complications of temporary mechanical circulatory support	Applies knowledge of selection and use of temporary mechanical circulatory assist devices to optimize patient outcomes	Demonstrates knowledge of the pillars of a successful mechanical circulatory support program, including outcomes and resource allocation
Demonstrates knowledge of the characteristics of durable mechanical support devices	Knows the indications for and contraindications for durable mechanical circulatory support	Knows the clinical determinants favoring left ventricular assist device versus transplantation as long-term durable strategies	Applies knowledge of selection and use of durable mechanical circulatory assist devices to optimize patient outcomes	

Comments:

Not Yet Assessable ☐
Critical Deficiencies ☐

Medical Knowledge 3: Heart Failure

Level 1	Level 2	Level 3	Level 4	Level 5
Lists a differential diagnosis for common clinical presentations for heart failure patients	Provides a comprehensive differential diagnosis for a wide range of clinical heart failure presentations	Provides a focused differential diagnosis based on individual heart failure patient presentation	Diagnoses patients with challenging heart failure presentations and uncommon disorders	Advances knowledge in pathophysiology and treatment of heart failure
Lists therapeutic options for common clinical presentations for heart failure patients	Explains risks and benefits of standard therapeutic options for heart failure	Justifies optimal therapeutic option based on individual heart failure patient presentation	Develops therapeutic plan for patients with challenging heart failure presentations and uncommon disorders	Disseminates knowledge of challenging heart failure presentations and uncommon disorders

Comments:

Not Yet Assessable ☐

Critical Deficiencies ☐

Medical Knowledge 4: Advanced Heart Failure Diagnostics

Level 1	Level 2	Level 3	Level 4	Level 5
Knows types of advanced heart failure diagnostics	Demonstrates knowledge of indications and contraindications of advanced heart failure diagnostics	Demonstrates knowledge of appropriate selection and use of diagnostics for the routine advanced heart failure population	Applies knowledge of appropriate selection and use of diagnostics for patients with complex advanced heart failure patients	Advances knowledge in indications, contraindications, and appropriate use for advanced heart failure diagnostics
	Knows the basic measurements and data output from the various advanced heart failure diagnostics	Identifies key diagnostic findings in common advanced heart failure conditions	Identifies key diagnostic findings in complex advanced heart failure conditions	Advances knowledge in defining the role of advanced heart failure diagnostics

Comments:

Not Yet Assessable ☐
Critical Deficiencies ☐

Medical Knowledge 5: Pulmonary Hypertension				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the World Health Organization (WHO) classifications of pulmonary hypertension	Discusses physiology of the right ventricle and distinction between and pre- and post-capillary pulmonary hypertension	Discusses the pathophysiology of pulmonary hypertension	Assesses prognosis in pulmonary hypertension	Demonstrates knowledge of the pillars of a multidisciplinary pulmonary hypertension program
Discusses the types of drugs used to treat pulmonary hypertension	Identifies drugs used to treat different classes of pulmonary hypertension	Discusses the pharmacology of the drugs used in pulmonary hypertension	Identifies treatment modalities, including investigational agents and multi-drug regimens	Integrates all options in the treatment of pulmonary hypertension including drugs, surgical procedures, and lung transplantation
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Assessable ☐
Critical Deficiencies ☐

Medical Knowledge
The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____Conditional on Improvement

Systems-Based Practice 1: Patient Safety and Quality Improvement

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	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 their families (simulated or actual)	Discloses patient safety events to patients and their 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 quality improvement initiatives at the institutional or departmental level	Participates in quality improvement initiatives at the institutional or departmental level	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level

☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1   ☐

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 teams	Coordinates care of patients in complex clinical situations, effectively using the roles of the interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for effective transitions of care	Performs effective transitions of care in routine clinical situations	Performs effective transitions of care in complex clinical situations	Role models and advocates for effective transitions of care within and across health care delivery systems	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
	Demonstrates general knowledge of financial, cultural, and social barriers to adherence to care	Identifies financial, cultural, and social barriers to adherence of care to specific populations	Adapts practice to address the financial, cultural, and social barriers to adherence of care	Leads innovations and advocates for populations with health care inequities

Comments:

Not Yet Completed Level 1 ☐

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 health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)	Describes how components of a complex health care system are interrelated, and how this impacts patient care	Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)	Manages various components of the complex health care system to provide efficient and effective patient care and transition of care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care
Describes basic health payment systems, (e.g., government, private, public, uninsured care) and practice models	Delivers care with consideration of each patient's payment model (e.g., insurance type)	Engages with patients in shared decision making, informed by each patient's payment models	Advocates for patient care needs (e.g., community resources, patient assistance resources) with consideration of the limitations of each patient's payment model	Participates in health policy advocacy activities
	Demonstrates essential skills for documentation required for independent practice (e.g., electronic health record, documentation required for billing and coding)	Seeks knowledge in non-clinical topics needed for independent practice (e.g., malpractice insurance, government regulation, compliance)	Applies knowledge in non-clinical topics needed for independent practice	Educates others in non-clinical topics to prepare them for independent practice

Comments:

Not Yet Completed Level 1 ▢

Systems-Based Practice
The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and use available evidence to manage a patient with cardiac disease	Articulates clinical questions and elicits patient preferences to guide evidence-based care	Locates and applies the best available evidence to the care of patients with complex cardiac disease while integrating patient preference	Critically appraises and applies available, potentially conflicting evidence to guide care of an individual patient	Develops initiatives to educate others to critically appraise and apply evidence for complex patients and/or participates in the development of guidelines
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1   ☐

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 form goals	Occasionally seeks feedback and performance data with adaptability and humility	Systematically seeks feedback and performance data with adaptability and humility	Coaches others to seek feedback and performance data
Acknowledges limits and gaps between expectations and performance; demonstrates self-awareness	Analyzes the factors which contribute to limits and gaps; demonstrates appropriate help-seeking behaviors	Creates and implements a learning plan	Uses performance data to assess learning plan and improves it when necessary	Facilitates the design and implementation of learning plans for others

▢	▢	▢	▢	▢	▢	▢	▢	▢

Comments:

Not Yet Completed Level 1 ▢

Practice-Based Learning and Improvement
The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Professionalism 1: Professional Behavior and Ethical Principles				
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
Demonstrates knowledge of ethical principles (e.g., informed consent, advance directives, confidentiality, patient autonomy)	Applies knowledge of ethical principles to routine situations	Recognizes the need to seek help in managing and resolving complex ethical situations	Uses appropriate resources for managing and resolving ethical dilemmas (e.g., ethics consultations, risk management)	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution

Comments:

Not Yet Completed Level 1 ⬜

Professionalism 2: Accountability

Level 1	Level 2	Level 3	Level 4	Level 5
Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations	Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner	Engages with the system to improve outcomes
Recognizes the principles of conflict of interest in relationships with industry and other entities	Recognizes personal potential conflicts with industry	Seeks assistance in managing personal relationships with industry and other entities to minimize bias and undue influence in practice	Identifies, discloses, and manages relationships with industry and other entities to minimize bias and undue influence in practice	

Comments:

Not Yet Completed Level 1　☐

Professionalism 3: Self-Awareness and Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of personal and professional well-being	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Participates in a system change to improve well-being in self and others
☐	☐	☐	☐	☐	☐	☐	☐	☐
Comments:				
			Not Yet Completed Level 1	☐

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.

Professionalism
The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates respect and establishes rapport in patient encounters	Establishes a therapeutic relationship in routine patient encounters	With guidance, establishes a therapeutic relationship in challenging patient encounters	Independently establishes a therapeutic relationship in challenging patient encounters	Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships
Knows barriers to effective communication (e.g., language, disability, health literacy, cultural, personal bias)	Identifies barriers to effective communication in patient encounters	Attempts to minimize communication barriers, including reflection on any personal biases	Proactively minimizes communication barriers and independently manages personal biases	Role models self-awareness to minimize communication barriers
Identifies the need to adjust communication strategies to achieve shared decision making	Organizes and initiates communication with patient/patient's family to facilitate shared decision making	With guidance, uses shared decision making to implement a personalized care plan	Independently uses shared decision making to implement a personalized care plan	Role models shared decision making
☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐

Comments:
Not Yet Completed Level 1   ☐

Interpersonal and Communication Skills 2: Interprofessional and Team Communication

Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully receives a consultation request	With direct supervision, respectfully and thoroughly completes consultations with effective documentation and communication in common cases	With indirect supervision, completes consultations with effective documentation and communication in common cases	Completes consultations with effective documentation and communication in complex cases	
Uses language that values all members of the health care team	Communicates information effectively with all health care team members	Adapts communication style to fit team needs	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 conflict when needed
	Participates in team-based discussions to optimize team performance	Initiates team-based discussions to optimize team performance	Facilitates team-based discussions to optimize team performance	Facilitates regular health care team-based feedback in complex situations

Comments:

Not Yet Completed Level 1

Interpersonal and Communication Skills 3: Communication within Health Care Systems

Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record and safeguards patient personal health information	Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record Identifies appropriate communication channels (e.g., cell phone/pager usage, medical record, email) as required by institutional policy	Concisely reports diagnostic and therapeutic reasoning in the patient record Respectfully communicates concerns about the system	Independently communicates timely information in a written format and verbally when appropriate Uses appropriate channels to offer clear and constructive suggestions to improve the system	Models written communication to improve others' performance Guides departmental or institutional communication around policies and procedures

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments:

Not Yet Completed Level 1   ☐

Interpersonal and Communication Skills

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Overall Clinical Competence

This rating represents the assessment of the fellow's development of overall clinical competence during this year of training:

_____Superior: Far exceeds the expected level of development for this year of training

_____Satisfactory: Always meets and occasionally exceeds the expected level of development for this year of training

_____Conditional on Improvement: Meets some developmental milestones but occasionally falls short of the expected level of development for this year of training. An improvement plan is in place to facilitate achievement of competence appropriate to the level of training.

_____Unsatisfactory: Consistently falls short of the expected level of development for this year of training.