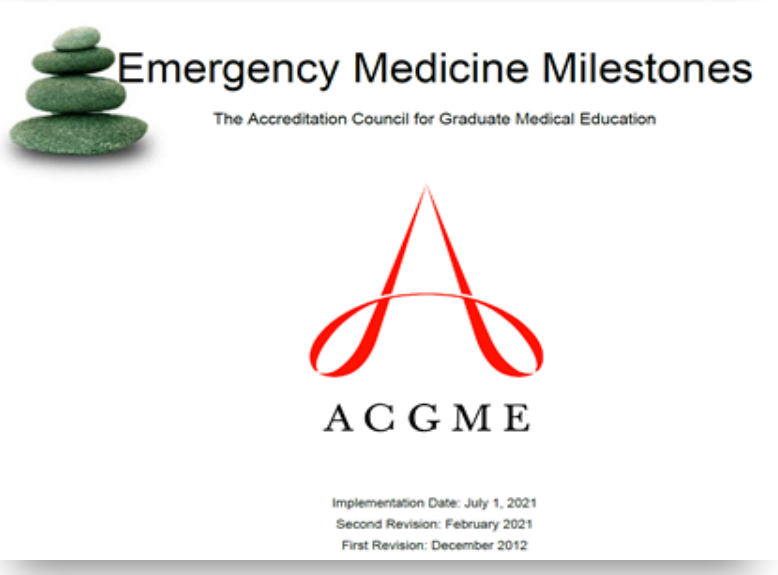
Pediatrics and Emergency Medicine (combined) programs must annually report on **each** set of Milestones.



Pediatrics Milestones

The Accreditation Council for Graduate Medical Education

ACGME

Implementation Date: July 1, 2021
Second Revision: March 2021
First Revision: December 2012

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Pediatrics Milestones

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Pediatrics 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 Pediatrics

Association of American Medical Colleges

Association of Osteopathic Directors and Medical Educators

Association of Pediatric Program Directors

Council of Pediatric Subspecialties

Review Committee for Pediatrics

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Understanding Milestone Levels and Reporting

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

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

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

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

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Additional Notes

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

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

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.

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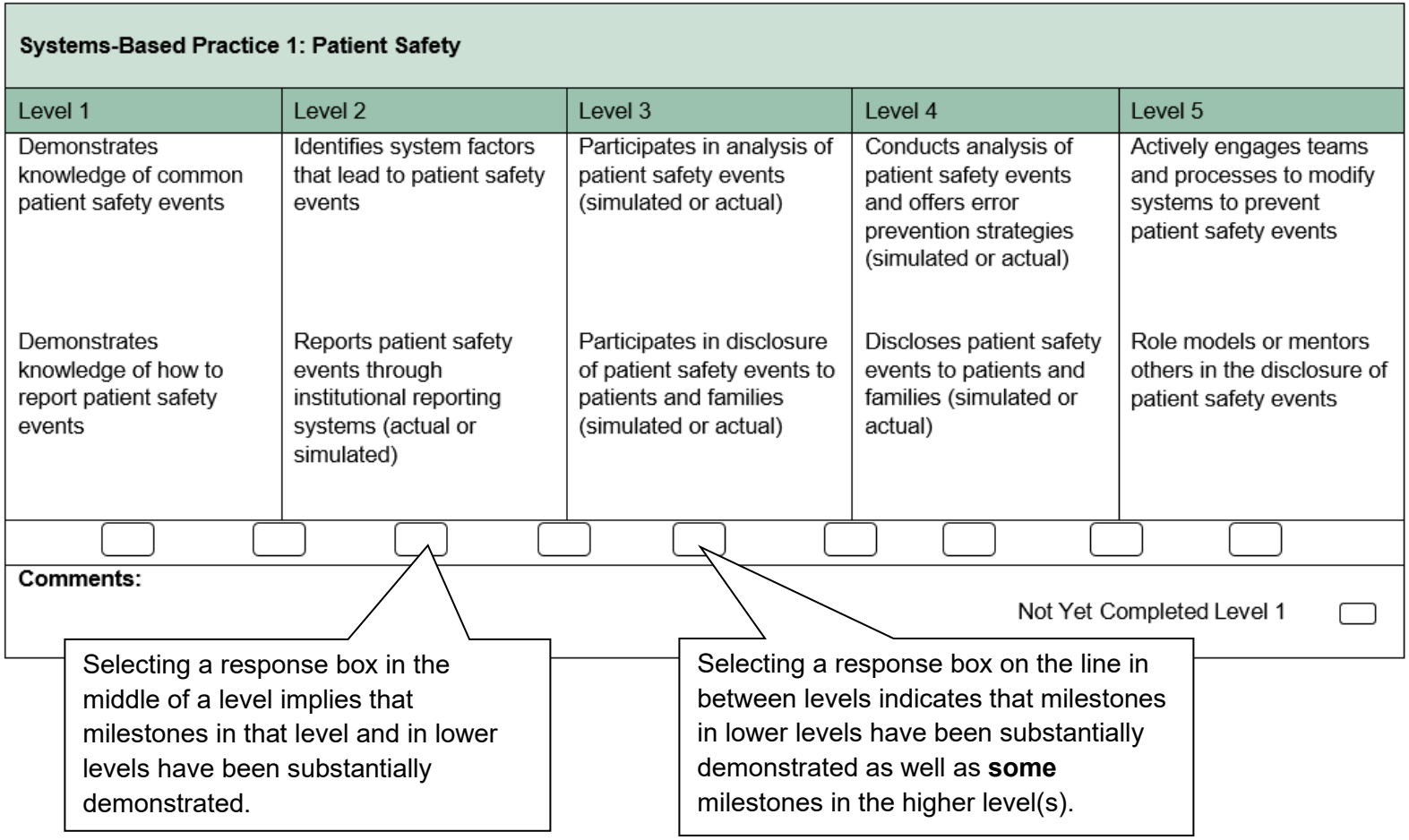
The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a resident's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that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



Systems-Based Practice 1: Patient Safety				
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 (actual or simulated)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events

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Patient Care 1: History				
Level 1	Level 2	Level 3	Level 4	Level 5
Gathers information strictly following a template	Adapts template to filter and prioritize pertinent positives and negatives based on broad diagnostic categories or possible diagnoses	Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real-time for uncomplicated or typical presentations	Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real time for complicated or atypical presentations	Recognizes and probes subtle clues from patients and families; distinguishes nuances among diagnoses to efficiently drive further information gathering
☐	☐	☐	☐	☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Patient Care 2: Physical Exam				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs fundamental physical examination Performs a rote physical examination using a strict head-to-toe approach	Performs complete physical examination and identifies variants and abnormal findings Performs a physical examination considering appropriate adaptation for age and development	Performs complete or focused physical examination, as indicated, and interprets normal variants and abnormal findings Performs a physical examination with consistent use of a developmentally appropriate approach	Performs complete or focused physical examination, as indicated, and selects advanced maneuvers to distinguish between diagnoses Performs a physical examination using strategies to maximize patient cooperation and comfort	Detects, pursues, and integrates key physical examination findings to distinguish nuances among competing, often similar diagnoses Performs a physical examination that consistently and positively engages the patient
☐	☐	☐	☐	☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Patient Care 3: Organize and Prioritize Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Completes tasks for an individual patient, when prompted	Organizes patient care responsibilities by focusing on individual (rather than multiple) patients	Organizes and prioritizes the simultaneous care of patients with efficiency	Organizes, prioritizes, and delegates patient care responsibilities even when patient volume approaches the capacity of the individual or facility; anticipates and triages urgent and emergent issues	Serves as a role model and coach for patient care responsibilities
☐	☐	☐	☐	☐ ☐ ☐ ☐
Comments:				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

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Patient Care 4: Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
Presents clinical facts (e.g., history, exam, tests, consultations) in the order they were elicited	Generates an unfocused differential diagnosis based on the clinical facts	Organizes clinical facts to compare and contrast diagnoses being considered, resulting in a prioritized differential diagnosis	Integrates clinical facts into a unifying diagnosis(es); reappraises in real time to avoid diagnostic error	Role models and coaches the organization of clinical facts to develop a prioritized differential diagnosis, including life threatening diagnoses, atypical presentations, and complex clinical presentations
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

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Patient Care 5: Patient Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Reports management plans developed by others	Participates in the creation of management plans	Develops an interdisciplinary management plan for common and typical diagnoses	Develops and implements informed management plans for complicated and atypical diagnoses, with the ability to modify plans as necessary	Serves as a role model and coach for development of management plans for complicated and atypical diagnoses, with the ability to modify plans as necessary
☐	☐	☐	☐	☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Medical Knowledge 1: Clinical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic medical knowledge	Links basic medical knowledge to clinical scenarios	Applies medical knowledge to common and typical scenarios to guide patient care	Integrates a breadth of medical knowledge that includes complicated and atypical conditions to guide patient care	Teaches at multiple levels, drawing from a breadth of medical knowledge that spans the continuum of simple to complex problems
☐	☐	☐	☐	☐ ☐ ☐ ☐
Comments:				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

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Medical Knowledge 2: Diagnostic Evaluation				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists basic evaluation (e.g., diagnostic testing and consultation) for common diagnoses, with prompting Reports results of diagnostic studies	Recommends broad evaluation based on an unfocused differential diagnosis Identifies clinically significant diagnostic study results, with guidance	Recommends focused evaluation based on a prioritized differential diagnosis Interprets clinical significance of diagnostic study results	Prioritizes and optimizes evaluation based on risks, benefits, indications, and alternatives to clarify the diagnosis(es) Interprets clinical significance of diagnostic study results while considering study limitations	Educates others about risks, benefits, indications, and alternatives to guide diagnostic decision making Teaches others to interpret clinically significant results and consider study limitations
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

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Systems-Based Practice 1: Patient Safety				
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☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
				Not Yet Completed Level 1 ☐

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Systems-Based Practice 2: Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates 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 ☐				

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Systems-Based Practice 3: System Navigation for Patient Centered Care – Coordination of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists the various interprofessional individuals involved in the patient's care coordination	Coordinates care of patients in routine clinical situations, incorporating interprofessional teams with consideration of patient and family needs	Coordinates care of patients in complex clinical situations, effectively utilizing the roles of interprofessional teams, and incorporating patient and family needs and goals	Coordinates interprofessional, patient-centered care among different disciplines and specialties, actively assisting families in navigating the health-care system	Coaches others in interprofessional, patient-centered care coordination
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐				

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Systems-Based Practice 4: System Navigation for Patient-Centered Care – Transitions in Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses a standard template for transitions of care/hand-offs	Adapts a standard template, recognizing key elements for 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, and ensures closed-loop communication	Performs and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including transitions to adult care	Coaches others in improving transitions of care within and across health care delivery systems to optimize patient outcomes
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐				

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Systems-Based Practice 5: Population and Community Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of population and community health needs and disparities	Identifies specific population and community health needs and disparities; identifies local resources	Uses local resources effectively to meet the needs and reduce health disparities of a patient population and community	Adapts practice to provide for the needs of and reduce health disparities of a specific population	Advocates at the local, regional, or national level for populations and communities with health care disparities
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				Not Yet Completed Level 1 ☐

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Systems-Based Practice 6: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Engages with patients and other providers in discussions about cost-conscious care and key components of the health care delivery system	Identifies the relationships between the delivery system and cost-conscious care and the impact on the patient care	Discusses the need for changes in clinical approaches based on evidence, outcomes, and cost-effectiveness to improve care for patients and families	Advocates for the promotion of safe, quality, and high-value care	Coaches others to promote safe, quality, and high-value care across health care systems
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
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Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Develops an answerable clinical question and demonstrates how to access available evidence, with guidance	Independently articulates clinical question and accesses available evidence	Locates and applies the evidence, integrated with patient preference, to the care of 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
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Comments:				
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Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in feedback sessions Develops personal and professional goals, with assistance	Demonstrates openness to feedback and performance data Designs a learning plan based on established goals, feedback, and performance data, with assistance	Seeks and incorporates feedback and performance data episodically Designs and implements a learning plan by analyzing and reflecting on the factors which contribute to gap(s) between performance expectations and actual performance	Seeks and incorporates feedback and performance data consistently Adapts a learning plan using long-term professional goals, self-reflection, and performance data to measure its effectiveness	Role models and coaches others in seeking and incorporating feedback and performance data Demonstrates continuous self-reflection and coaching of others on reflective practice
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
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Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies expected professional behaviors and potential triggers for lapses	Demonstrates professional behavior with occasional lapses	Maintains professional behavior in increasingly complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Models professional behavior and coaches others when their behavior fails to meet professional expectations
Identifies the value and role of pediatrics as a vocation/career	Demonstrates accountability for patient care as a pediatrician, with guidance	Fully engages in patient care and holds oneself accountable	Exhibits a sense of duty to patient care and professional responsibilities	Extends the role of the pediatrician beyond the care of patients by engaging with the community, specialty, and medical profession as a whole
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
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Professionalism 2: Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics	Applies ethical principles in common situations	Analyzes complex situations using ethical principles to address conflict/controversy; seeks help when needed to manage and resolve complex ethical situations	Manages and seeks to resolve ethical dilemmas using appropriate resources (e.g., ethics consultations, literature review, risk management/legal consultation)	Called upon by others to consult in cases of complex ethical dilemmas; identifies and seeks to address system-level factors that induce or exacerbate
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐				

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Professionalism 3: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs tasks and responsibilities, with prompting	Performs tasks and responsibilities in a timely manner in routine situations	Performs tasks and responsibilities in a thorough and timely manner in complex or stressful situations	Coaches others to ensure tasks and responsibilities are completed in a thorough and timely manner in complex or stressful situations	Creates strategies to enhance others' ability to efficiently complete tasks and responsibilities
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐				

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Professionalism 4: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of addressing personal and professional well-being	Describes institutional resources that are meant to promote well-being	Recognizes institutional and personal factors that impact well-being	Describes interactions between institutional and personal factors that impact well-being	Coaches and supports colleagues to optimize well-being at the team, program, or institutional level
☐	☐	☐	☐	☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐				

This subcompetency is not intended to evaluate a resident's well-being, but to ensure each resident 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.

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Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates respect and attempts to establish rapport	Establishes a therapeutic relationship in straightforward encounters	Establishes a culturally competent and therapeutic relationship in most encounters	Establishes a therapeutic relationship in straightforward and complex encounters, including those with ambiguity and/or conflict	Mentors others to develop positive therapeutic relationships
Attempts to adjust communication strategies based upon patient/family expectations	Adjusts communication strategies as needed to mitigate barriers and meet patient/family expectations	Communicates with sensitivity and compassion, elicits patient/family values, and acknowledges uncertainty and conflict	Uses shared decision making with patient/family to make a personalized care plan	Models and coaches others in patient- and family-centered communication
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐				

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Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation, with guidance Identifies the members of the interprofessional team	Clearly and concisely requests consultation by communicating patient information Participates within the interprofessional team	Formulates a specific question for consultation and tailors communication strategy Uses bi-directional communication within the interprofessional team	Coordinates consultant recommendations to optimize patient care Facilitates interprofessional team communication	Maintains a collaborative relationship with referring providers that maximizes adherence to practice recommendations Coaches others in effective communication within the interprofessional team
☐	☐	☐	☐	☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐				

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Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Records accurate information in the patient record	Records accurate and timely information in the patient record	Concisely documents updated, prioritized, diagnostic and therapeutic reasoning in the patient record	Documents diagnostic and therapeutic reasoning, including anticipatory guidance	Models and coaches others in documenting diagnostic and therapeutic reasoning
Identifies the importance of and responds to multiple forms of communication (e.g., in-person, electronic health record (EHR), telephone, email)	Selects appropriate method of communication, with prompting	Aligns type of communication with message to be delivered (e.g., direct and indirect) based on urgency and complexity	Demonstrates exemplary written and verbal communication	Coaches others in written and verbal communication
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				Not Yet Completed Level 1 ☐

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Emergency Medicine Milestones

The Accreditation Council for Graduate Medical Education

ACGME

Implementation Date: July 1, 2021

Second Revision: February 2021

First Revision: December 2012

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Emergency Medicine 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 Emergency Medicine

Association of American Medical Colleges

Council of Residency Directors in Emergency Medicine

Emergency Medicine Residents' Association

Review Committee for Emergency Medicine

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Understanding Milestone Levels and Reporting

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Additional Notes

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

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

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

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

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

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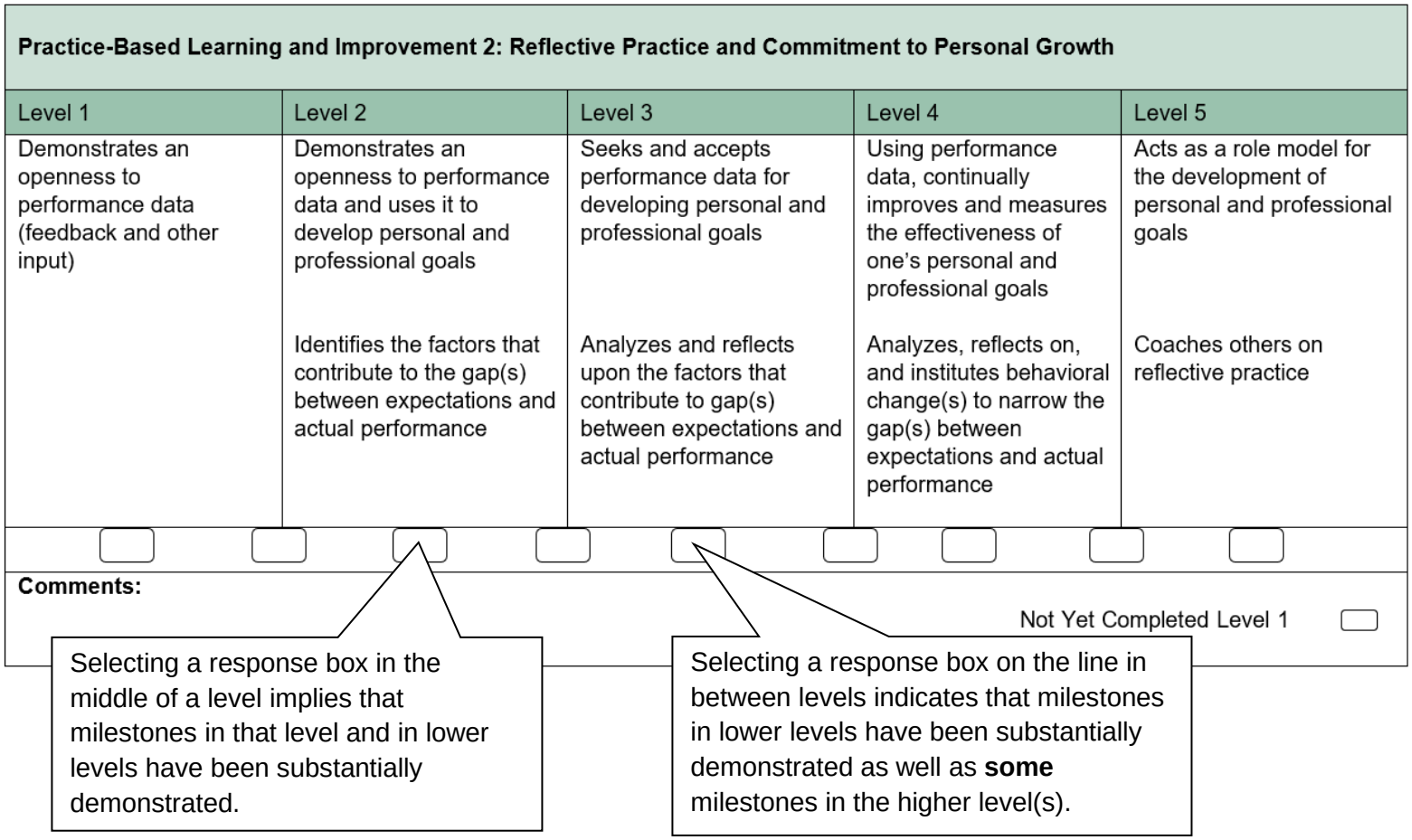
The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a resident's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that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



Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates an openness to performance data (feedback and other input)	Demonstrates an openness to performance data and uses it to develop personal and professional goals Identifies the factors that contribute to the gap(s) between expectations and actual performance	Seeks and accepts performance data for developing personal and professional goals Analyzes and reflects upon the factors that contribute to gap(s) between expectations and actual performance	Using performance data, continually improves and measures the effectiveness of one's personal and professional goals Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Acts as a role model for the development of personal and professional goals Coaches others on reflective practice
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Comments: Not Yet Completed Level 1 ☐				

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Patient Care 1: Emergency Stabilization				
Level 1	Level 2	Level 3	Level 4	Level 5
Detects when a patient's vital signs are abnormal Assesses a patient's ABCs and performs basic interventions	Identifies a patient who is unstable and requires immediate intervention Addresses the unstable vital signs and initiates advanced resuscitation procedures and protocols	Identifies a patient with occult presentation that is at risk for instability or deterioration Reassesses the patient's status after implementing a stabilizing intervention	Ascertains, in a timely fashion, when further clinical intervention for a patient is futile Integrates hospital support services into the management of critically-ill or -injured patients	Manages patients with rare or complex presentations requiring emergency stabilization
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Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

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Patient Care 2: Performance of a Focused History and Physical Exam				
Level 1	Level 2	Level 3	Level 4	Level 5
Elicits and communicates a reliable comprehensive patient history and performs a physical exam	Elicits and communicates a focused patient history and performs a focused physical exam that effectively address the patient's chief complaint and urgent issues	Prioritizes essential components of a patient history and physical exam, given a limited or dynamic circumstance	Using all potential sources of data, gathers those that are necessary for the beneficial management of patients	Models the effective use of a patient history and physical exam to minimize the need for further diagnostic testing
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Comments:				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

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Patient Care 3: Diagnostic Studies				
Level 1	Level 2	Level 3	Level 4	Level 5
Determines the need for diagnostic studies	Selects appropriate diagnostic studies and reviews the risks, benefits, and contraindications of them	Given a limited or dynamic circumstance, prioritizes the diagnostic studies that are essential	Practices cost-effective ordering of diagnostic studies	Proposes alternatives when barriers exist to specific diagnostic studies
Demonstrates understanding of diagnostic testing principles	Interprets results of diagnostic testing (e.g., electrocardiogram (EKG), diagnostic radiology, point-of-care ultrasound)	Orders and performs diagnostic testing, considering the pre-test probability of disease and the likelihood of test results altering management	Considers the factors that impact post-test probability	In the context of the patient presentation, discriminates between subtle and/or conflicting diagnostic results
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Comments:				
			Not Yet Completed Level 1	☐
			Not Yet Assessable	☐

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Patient Care 4: Diagnosis				
Level 1	Level 2	Level 3	Level 4	Level 5
Constructs a list of potential diagnoses based on the patient's chief complaint and initial assessment	Provides a prioritized differential diagnosis	Provides a diagnosis for common medical conditions and demonstrates the ability to modify a diagnosis based on a patient's clinical course and additional data	Provides a diagnosis for patients with multiple comorbidities or uncommon medical conditions, recognizing errors in clinical reasoning	Serves as a role model and educator to other learners for deriving diagnoses and recognizing errors in clinical reasoning
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Patient Care 5: Pharmacotherapy				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the different classifications of pharmacologic agents Consistently asks patients for drug allergies	Selects appropriate agent for therapeutic intervention Evaluates for potential adverse effects of pharmacotherapy and drug-to-drug interactions	Considers array of drug therapy and selects appropriate agent based on mechanism of action and intended effect Recognizes and acts upon common adverse effects and interactions	Selects the appropriate agent based on patient preferences, allergies, cost, policies, and clinical guidelines Recognizes and acts upon uncommon and unanticipated adverse effects and interactions	Participates in developing departmental and/or institutional policies on pharmacy and therapeutics
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Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Patient Care 6: Reassessment and Disposition				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes basic resources available (e.g., follow-up care, rehabilitation, transfer centers) Describes basic patient education plans Identifies the need for patient re-evaluation	Makes a disposition decision for patients with routine conditions needing minimal resources Educates patients on simple discharge and admission plans Monitors that necessary diagnostic and therapeutic interventions are performed	Makes a disposition decision for patients with routine conditions, with resource utilization Educates patients regarding diagnosis, treatment plan, medication review and primary care physician/consultant appointments Identifies which patients will require ongoing emergency department evaluation and evaluates the effectiveness of diagnostic and therapeutic interventions	Makes disposition decision for patients with complex conditions, with resource utilization Educates patients on complex discharge and admission plans, including complex transfers Evaluates changes in clinical status during a patient's emergency department course	Participates in institutional committees to develop systems that enhance safe patient disposition and maximizes resources Participates in the development of protocols to enhance patient safety
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Not Yet Assessable ☐

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Patient Care 7: Multitasking (Task-Switching)				
Level 1	Level 2	Level 3	Level 4	Level 5
Manages a single patient amidst distractions	Task-switches between different patients of similar acuity	Employs task-switching in an efficient manner to manage multiple patients of varying acuity and at varying stages of work-up	Employs task-switching in an efficient manner to manage the emergency department	Employs task switching in an efficient manner to manage the emergency department under high-volume or surge situations
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Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

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Patient Care 8: General Approach to Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies indications for a procedure and pertinent anatomy and physiology	Assesses indications, risks, benefits, and alternatives and obtains informed consent in low- to moderate-risk situations	Assesses indications, risks, and benefits and weighs alternatives in high-risk situations	Acts to mitigate modifiable risk factors in high-risk situations	
Performs basic therapeutic procedures (e.g., suturing, splinting)	Performs and interprets basic procedures, with assistance	Performs and interprets advanced procedures, with guidance	Independently performs and interprets advanced procedures	Teaches advanced procedures and independently performs rare, time-sensitive procedures
	Recognizes common complications	Manages common complications	Independently recognizes and manages complex and uncommon complications	Performs procedural peer review
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Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Medical Knowledge 1: Scientific Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates scientific knowledge of common presentations and conditions	Demonstrates scientific knowledge of complex presentations and conditions	Integrates scientific knowledge of comorbid conditions for complex presentations	Integrates scientific knowledge of uncommon, atypical, or complex comorbid conditions for complex presentations	Pursues and integrates new and emerging knowledge
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Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Medical Knowledge 2: Treatment and Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of treatment of common conditions	Demonstrates knowledge of treatment of patients with complex conditions	Demonstrates knowledge of the impact of patient factors on treatment	Demonstrates comprehensive knowledge of the varying patterns of disease presentation and alternative and adjuvant treatments of patients	Contributes to the body of knowledge on the varying patterns of disease presentation, and alternative and adjuvant treatments of patients
Identifies types of clinical reasoning errors within patient care, with substantial guidance	Identifies types of clinical reasoning errors within patient care	Applies clinical reasoning principles to retrospectively identify cognitive errors	Continually re-appraises one's clinical reasoning to prospectively minimize cognitive errors and manage uncertainty	Coaches others to recognize and avoid cognitive errors
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Comments:				
				Not Yet Completed Level 1 ☐ Not Yet Assessable ☐

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Systems-Based Practice 1: Patient Safety				
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 for preventing patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Acts as a role model and/or mentor for others in the disclosing of patient safety events
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Comments:				
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Systems-Based Practice 2: Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., emergency department throughput, testing turnaround times)	Participates in local quality improvement initiatives	Demonstrates the skills required for identifying, developing, implementing, and analyzing a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
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Systems-Based Practice 3: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	In routine clinical situations, effectively coordinates patient care integrating the roles of interprofessional teams	In complex clinical situations, effectively coordinates patient care by integrating the roles of the interprofessional teams	Serves as a role model, effectively coordinates 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	In routine clinical situations, enables safe and effective transitions of care/hand-offs	In complex clinical situations, enables safe and effective transitions of care/hand-offs	Serves as a role model, advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for their local population	Effectively uses local resources to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
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Systems-Based Practice 4: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex 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 the transition of care	Advocates for or leads systems change that enhances high value, efficient, and effective patient care, and the transition of care
Describes basic health payment systems, including (e.g., government, private, public, uninsured care) practice models	Delivers care with consideration of each patient's payment model (e.g., insurance type)	Engages patients in shared decision making, informed by each patient's payment models	Advocates for patient care needs with consideration of the limitations of each patient's payment model	Participates in health policy advocacy activities
	Identifies basic knowledge domains required for medical practice (e.g., information technology, legal, billing, coding, financial, and personnel aspects)	Demonstrates efficient integration of information technology required for medical practice (e.g., electronic health record, documentation required for billing and coding)	Describes core administrative knowledge needed for the transition to practice (e.g., contract negotiation, malpractice insurance, government regulation, compliance)	Analyzes individual practice patterns and professional requirements
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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	Articulates the clinical questions that are necessary to guide evidence-based care	Locates and applies the best available evidence, integrating it with patient preference, to the care of complex patients	Critically appraises and applies evidence even in the face of uncertainty and of conflicting evidence to guide care that is tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex patients, and/or participates in the development of guidelines
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Comments: Not Yet Completed Level 1 ☐				

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Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates an openness to performance data (feedback and other input)	Demonstrates an openness to performance data and uses it to develop personal and professional goals Identifies the factors that contribute to the gap(s) between expectations and actual performance	Seeks and accepts performance data for developing personal and professional goals Analyzes and reflects upon the factors that contribute to gap(s) between expectations and actual performance	Using performance data, continually improves and measures the effectiveness of one's personal and professional goals Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Acts as a role model for the development of personal and professional goals Coaches others on reflective practice
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Comments:				
Not Yet Completed Level 1 ☐				

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Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations and in how to report professionalism lapses	Identifies and describes potential triggers and takes responsibility for professionalism lapses	Exhibits professional behavior in complex and/or stressful situations	Sets apart those situations that might trigger professionalism lapses and intervenes to prevent them in oneself and others	Coaches others when their behavior fails to meet professional expectations
Demonstrates knowledge of the ethical principles underlying patient care	Analyzes straightforward situations using ethical principles	Analyzes complex situations using ethical principles, and recognizes the need to seek help in managing and resolving them	Uses appropriate resources for managing and resolving ethical dilemmas	Identifies and addresses system-level factors that either induce or exacerbate ethical problems or impede their resolution
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Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
In routine situations, performs tasks and responsibilities with appropriate attention to detail Responds promptly to requests and reminders to complete tasks and responsibilities	In routine situations, performs tasks and responsibilities in a timely manner with appropriate attention to detail Takes responsibility for failure to complete tasks and responsibilities	In complex or stressful situations, performs tasks and responsibilities in a timely manner with appropriate attention to detail Recognizes situations that might impact one's own ability to complete tasks and responsibilities in a timely manner, and describes strategies for ensuring timely task completion in the future	Recognizes situations that might impact others' ability to complete tasks and responsibilities Proactively implements strategies to ensure that the needs of patients, teams, and systems are met	Takes ownership of system outcomes
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				Not Yet Completed Level 1 ☐

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Professionalism 3: Self-Awareness and Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes, with assistance, the status of one's personal and professional well-being	Independently recognizes the status of one's personal and professional well-being and engages in help-seeking behaviors	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize one's personal and professional well-being	Coaches others when their emotional responses or level of knowledge/skills fail to meet professional expectations
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐				

This subcompetency is not intended to evaluate a resident's well-being. Rather, the intent is to ensure that each resident has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect well-being, and available resources and tools to improve well-being.

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Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses language and non-verbal behavior to reflect respect and establish rapport while accurately communicating one's own role within the health care system	Establishes a therapeutic relationship in straightforward encounters with patients using active listening and clear language	Establishes a therapeutic relationship in challenging patient encounters	Easily establishes therapeutic relationships with patients, regardless of the complexity of cases	Acts as a mentor to others in situational awareness and critical self-reflection with the aim of consistently developing positive therapeutic relationships and minimizing communication barriers
Identifies common barriers to effective communication (e.g., language, disability)	Identifies complex barriers to effective communication (e.g., health literacy, cultural, technology)	When prompted, reflects on one's personal biases, while attempting to minimize communication barriers	Independently recognizes personal biases of patients, while attempting to proactively minimize communication barriers	
With insight gained through an assessment of patient/family expectations coupled with an understanding of their health status and treatment options, adjusts one's communication strategies	Organizes and initiates communication with a patient/family by clarifying expectations and verifying one's understanding of the clinical situation	With guidance, sensitively and compassionately delivers medical information to patients, elicits patient/family values, learns their goals and preferences, and acknowledges uncertainty and conflict	Independently uses shared decision making with a patient/family to align their values, goals, and preferences with potential treatment options and ultimately to achieve a personalized care plan	Acts as a role model to exemplify shared decision making in patient/family communication that embodies various degrees of uncertainty/conflict
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Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation	Clearly and concisely requests a consultation or other resources for patient care	Integrates recommendations made by various members of the health care team to optimize patient care	Acts as a role model for flexible communication strategies, i.e., those strategies that value input from all health care team members and that resolve conflict when needed	
Uses language that reflects the values all members of the health care team	Communicates information effectively with all health care team members	Engages in active listening to adapt to the communication styles of the team	Uses effective communication to lead or manage health care teams	Acts as a role model for communication skills necessary to lead or manage health care teams
Receives feedback in a respectful manner	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	In complex situations, facilitates regular health care team-based feedback
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Comments:				
				Not Yet Completed Level 1 ☐

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Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately documents information in the patient's record and safeguards the patient's personal information	Demonstrates organized diagnostic and therapeutic reasoning through the patient record in a timely manner	Concisely reports diagnostic and therapeutic reasoning in the patient record	Communicates clearly, concisely, and contemporaneously in an organized written form, including anticipatory guidance	Models feedback to improve others' written communication
Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)	Respectfully communicates concerns about the system	Uses appropriate channels to offer clear and constructive suggestions for improving the system	Initiates difficult conversations with appropriate stakeholders to improve the system	Facilitates dialogue regarding systems issues among larger community stakeholders (e.g., institution, the health care system, and/or the field)
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Comments:				
				Not Yet Completed Level 1 ☐

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