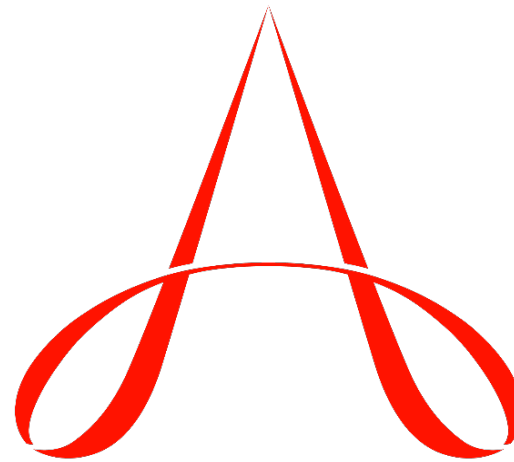




# Vascular Neurology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021

Second Revision: May 2021

First Revision: May 2014

# Vascular Neurology 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.

## **Vascular Neurology Milestones Work Group**

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American Board of Psychiatry and Neurology  
Review Committee for Neurology

## 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 resident/fellow performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert 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 resident 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.

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](http://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.

Systems-Based Practice 1: Patient Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of commonly reported patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	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	Participates in disclosure of patient safety events to patients and families	Discloses patient safety events to patients and families	Role models or mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
				Not Yet Completed Level 1 <input type="checkbox"/>

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Patient Care 1: History				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains a complete, relevant, and organized vascular neurology history	Efficiently obtains a relevant and organized vascular neurology history that differentiates stroke from mimics, and that assesses baseline functioning and disability	Efficiently obtains a relevant and organized vascular neurology history appropriate to the patient's acuity and the clinical setting (e.g., clinic, emergency room)	Consistently obtains a history sufficient to guide the subsequent vascular neurology examination, investigation, and treatment of common and uncommon causes of stroke	Serves as a role model for obtaining a thorough vascular neurologic history
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 2: Vascular Neurological Examination				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a relevant vascular neurology examination, including administration and scoring the National Institutes of Health Strokes Scale (NIHSS)	Performs a relevant vascular neurology examination incorporating some additional maneuvers appropriate to the patient and to identify stroke mimics	Performs a relevant vascular neurology examination incorporating all maneuvers appropriate to the patient's acuity and the clinical setting	Consistently and efficiently performs a vascular neurology examination to guide and prioritize subsequent investigation and treatment of common and uncommon causes of stroke	Serves as a role model for performing a vascular neurology examination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>



Patient Care 3: Acute Stroke Intervention and Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Treats ischemic stroke patients with intravenous (IV) thrombolysis	Treats complex patients with ischemic stroke with IV thrombolysis, and manages complications	Triages and manages multiple patients with ischemic stroke	Efficiently manages multiple patients with common and uncommon ischemic stroke	Role models efficient triage and management of ischemic and hemorrhagic strokes
Identifies eligibility criteria for endovascular recanalization	Selects candidates for endovascular recanalization and identifies complications	Manages complications of endovascular therapies for acute ischemic stroke		
Identifies type and etiology of hemorrhagic stroke	Initiates medical treatment for hemorrhagic stroke and consults with surgical services as needed	Identifies complications of hemorrhagic stroke	Manages complications of hemorrhagic stroke and identifies candidates for invasive intervention	Implements emerging modalities of diagnosis and treatment for ischemic and hemorrhagic stroke
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 4: Post-Acute Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes post-acute care settings for stroke rehabilitation and resources available for each level of care	Accurately assesses patient's rehabilitative needs and recommends appropriate post-acute care setting	Identifies and initiates management of post-stroke complications	Consistently integrates social determinants of health, community resources, and interdisciplinary medical team members into a longitudinal care plan for stroke recovery and secondary prevention	Engages in scholarship or quality improvement initiatives with a focus on post-stroke recovery, transitions of care, or patient reintegration into their communities
Identifies ancillary services involved in post-stroke care and rehabilitation	Engages interdisciplinary team members to facilitate stroke rehabilitation	Engages in comprehensive care for stroke recovery and secondary prevention		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="float: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 5: Telestroke/Remote Consultation/Consultation				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes approach to remote consultation by phone or using video conferencing technologies	Efficiently obtains a vascular neurology history to appropriately triage patients	Establishes rapport with patient/family, bedside provider, and/or consulting providers effectively	Conducts stroke consultations using remote consultation technology (emergency room, hospital, or outpatient clinic), and provides assessment, treatment, and management recommendations	Engages in scholarship or quality improvement related to telestroke care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="float: right; text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 1: Localization				
Level 1	Level 2	Level 3	Level 4	Level 5
Correlates clinical presentation to specific regions of the nervous system and describes basic vascular neuroanatomy	Localizes vascular lesions to specific arterial territories of the nervous system and demonstrates knowledge of vascular anatomic variations and collaterals	Efficiently localizes vascular lesions to specific arterial and venous territories of the nervous system and demonstrates knowledge of vascular neuroanatomy of the brain, eye, and spinal cord	Demonstrates knowledge of vascular neuroanatomy to localize uncommon syndromes of the brain, eye, and spinal cord	Consistently demonstrates advanced detailed knowledge of vascular neuroanatomy in localizing lesions of the brain, eye, and spinal cord
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Medical Knowledge 2: Formulation				
Level 1	Level 2	Level 3	Level 4	Level 5
Synthesizes information to develop a differential diagnosis	Efficiently synthesizes information to focus and prioritize the differential diagnosis	Correlates the clinical presentation with presumed etiology	Correlates the atypical presentations of common and uncommon vascular lesions of the brain, eye, and spinal cord with presumed etiology	Serves as a role model for complex diagnostic reasoning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 3: Multimodal Imaging in Vascular Neurology (e.g., Computed Tomography (CT), Magnetic Resonance (MR), Angiography, Ultrasonography)				
Level 1	Level 2	Level 3	Level 4	Level 5
Selects imaging protocols based on patient comorbidities and/or provisional diagnosis	Identifies normal and critical imaging findings on vascular and brain MR and CT	Identifies subtle abnormalities on brain and vascular imaging	Selects and interprets multimodality imaging to guide treatment	Interprets emerging imaging modalities for use in patient management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 4: Diagnostic Investigation in Vascular Neurology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates general knowledge of diagnostic tests in vascular neurology	Discusses general diagnostic approach appropriate to clinical presentation	Individualizes diagnostic approach to the specific patient	Discusses diagnostic yield and cost-effectiveness of testing	Demonstrates advanced knowledge of diagnostic testing and controversies
Recognizes indications and implications of common diagnostic tests	Interprets results of common diagnostic tests	Recognizes indications and implications of less common testing	Interprets results of less common diagnostic testing	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 5: Ischemic Stroke				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes common causes of stroke and typical risk factors for stroke in older adults</p> <p>Demonstrates knowledge of thrombolytic treatment for stroke, and possible complications</p> <p>Demonstrates knowledge of pharmacologic stroke preventative strategies for common stroke etiologies</p>	<p>Demonstrates knowledge of common causes of stroke in children and young adults</p> <p>Demonstrates knowledge of endovascular treatment for stroke, and possible complications</p> <p>Demonstrates knowledge of pharmacologic stroke preventative strategies for uncommon stroke etiologies</p>	<p>Demonstrates knowledge of uncommon causes of stroke in older adults</p> <p>Demonstrates knowledge of treating patients with stroke and complex comorbidities</p> <p>Demonstrates understanding of the indications and limitations for non-acute surgical interventions to prevent stroke</p>	<p>Demonstrates sophisticated knowledge of the pathophysiology of acute brain ischemia and ischemic stroke etiologies</p> <p>Demonstrates sophisticated knowledge of the pharmacology and physiology of treatment options</p> <p>Formulates stroke preventative strategies in complex patients or in those with rare causes of stroke</p>	<p>Engages in scholarly activity on ischemic stroke pathophysiology</p> <p>Engages in scholarly activity on acute management of stroke or secondary stroke prevention strategies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				



Medical Knowledge 6: Intracerebral Hemorrhage				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of the clinical presentation and common causes, and risk factors for intracerebral hemorrhage</p> <p>Demonstrates knowledge of the importance of emergency intracerebral hemorrhage treatment</p>	<p>Demonstrates knowledge of uncommon causes and acute complications of intracerebral hemorrhage</p> <p>Demonstrates knowledge of pharmacologic treatments for intracerebral hemorrhage</p>	<p>Demonstrates knowledge of causes of intracerebral hemorrhage in all patients, including children and young adults</p> <p>Demonstrates understanding of the indications, complications, and limitations of surgical interventions for intracerebral hemorrhage</p>	<p>Demonstrates sophisticated knowledge of the pathophysiology of intracerebral hemorrhage</p> <p>Demonstrates knowledge of the issues related to the treatment of patients with intracerebral hemorrhage and complex comorbidities, and the complexity of assigning prognosis</p>	<p>Engages in scholarly activity on intracerebral hemorrhage</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Medical Knowledge 7: Subarachnoid Hemorrhage				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of the clinical presentation and common causes of, and risk factors for subarachnoid hemorrhage</p> <p>Demonstrates knowledge of the importance of emergency treatment for subarachnoid hemorrhage and ruptured aneurysms</p>	<p>Demonstrates knowledge of uncommon causes and acute/subacute complications of subarachnoid hemorrhage</p> <p>Demonstrates knowledge of the natural history and management of unruptured aneurysms</p>	<p>Demonstrates knowledge of causes of subarachnoid hemorrhage in all patients, including children and young adults, and the long-term sequelae of subarachnoid hemorrhage</p> <p>Demonstrates knowledge of pharmacologic, surgical, and endovascular treatments for subarachnoid hemorrhage</p>	<p>Demonstrates sophisticated knowledge of the pathophysiology of subarachnoid hemorrhage</p> <p>Demonstrates knowledge of the issues related to the treatment of patients with subarachnoid hemorrhage and complex comorbidities, and the complexity of assigning prognosis</p>	<p>Engages in scholarly activity on subarachnoid hemorrhage</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p>			<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>	

Systems-Based Practice 1: Patient Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of commonly reported patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	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	Participates in disclosure of patient safety events to patients and families	Discloses patient safety events to patients and families	Mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: Quality Improvement in Stroke System of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic quality improvement methodologies and stroke center metrics	Describes local quality improvement initiatives (e.g., door-to-needle times, 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 within the stroke system of care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of care coordination</p> <p>Performs safe and effective transitions of care/hand-offs in routine clinical situations</p> <p>Demonstrates knowledge of population and community health needs and disparities</p>	<p>Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional teams</p> <p>Performs safe and effective transitions of care/hand-offs in complex clinical situations</p> <p>Identifies specific population and community health needs and inequities for the local population and community</p>	<p>Coordinates care of patients in complex clinical situations, effectively using the roles of their interprofessional teams</p> <p>Supervises transitions of care by other team members</p> <p>Effectively uses local resources to meet the needs of a patient population and community</p>	<p>Models effective coordination of patient-centered care among different disciplines and specialties</p> <p>Models safe and effective transitions of care/hand-offs within and across health care delivery systems including outpatient settings</p> <p>Adapts practice to provide for the needs of specific populations</p>	<p>Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes</p> <p>Leads innovations in adapting practice and systems for populations and communities with health care disparities</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Systems-Based Practice 4: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes basic health care payment systems (e.g., government, private, public, uninsured care) and practice models</p> <p>Identifies basic knowledge domains for effective transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)</p>	<p>Delivers patient-centered care considering the patient's economic constraints</p> <p>Demonstrates use of information technology required for medical practice (e.g., electronic health record, documentation required for billing and coding)</p>	<p>Engages with patients in shared decision making, informed by each patient's payment models</p> <p>Consistently demonstrates timely and accurate documentation, including coding and billing requirements</p>	<p>Uses available resources to promote optimal patient care (e.g., community resources, patient assistance resources) considering each patient's payment model</p> <p>Implements changes in individual practice patterns in response to professional requirements and in preparation for practice</p>	<p>Advocates for systems change that enhances high-value, efficient, and effective patient care</p> <p>Educates others to prepare them for transition to practice</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

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

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback and other input) to inform goals	Seeks performance data sporadically, with adaptability and humility	Consistently seeks performance data	Models professionalism by seeking performance data with adaptability and humility
Identifies the factors that contribute to gap(s) between expectations and actual performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance	Institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance	Coaches others on reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with prompting	Independently creates and implements a learning plan	Uses performance data to measure the effectiveness of the learning plan and improves it when necessary	Facilitates the design and implementation of learning plans for others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				



Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses and how to report them  Demonstrates knowledge of ethical principles related to patient care	Demonstrates insight into professional behavior in routine situations and takes responsibility  Analyzes straightforward situations using ethical principles	Demonstrates professional behavior in complex or stressful situations  Analyzes complex situations using ethical principles	Intervenes to prevent professionalism lapses in oneself and others  Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed	Coaches others when their behavior fails to meet professional expectations  Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                         Not Yet Completed Level 1 <input type="checkbox"/> </div>				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future</p> <p>Responds promptly to requests or reminders to complete tasks and responsibilities</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Recognizes situations that may impact one's own ability to complete tasks and responsibilities in a timely manner</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Proactively implements strategies to ensure the needs of patients, teams, and systems are met</p>	<p>Recognizes situations in which one's own behavior may impact others' ability to complete tasks and responsibilities in a timely manner</p>	<p>Develops or implements strategies to improve system-wide problems and enable oneself and others to complete tasks and responsibilities in a timely fashion</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 3: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, recognizes sense 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	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses language and non-verbal behavior to demonstrate respect and establish rapport</p> <p>Identifies the need to individualize communication strategies based on the patient's/patient's family's expectations and understanding</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Communicates compassionately with the patient/patient's family to clarify expectations and verify understanding of the clinical situation</p>	<p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>Communicates medical information in the context of the patient's/patient's family's values, uncertainty, and conflict</p>	<p>Easily establishes therapeutic relationships, with attention to the patient's/patient's family's concerns and context, regardless of complexity of the situation</p> <p>Uses shared decision making to align the patient's/patient's family's values, goals, and preferences with treatment options</p>	<p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Role models shared decision making in the context of the patient's/patient's family's values, uncertainty, and conflict</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Interpersonal and Communication Skills 2: Barrier and Bias Mitigation				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common barriers to effective patient care (e.g., language, disability)	Identifies complex barriers to effective patient care (e.g., health literacy, cultural differences)	Recognizes personal biases and mitigates barriers to optimize patient care when prompted	Recognizes personal biases and proactively mitigates barriers to optimize patient care	Mentors others on recognition of bias and mitigation of barriers to optimize patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 3: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation	Confirms understanding of consultant recommendations	Clearly and concisely formulates a consultation request	Coordinates recommendations from different members of the health care team to optimize patient care	Role models and facilitates flexible communication strategies that value input from all health care team members, resolving conflict when needed
Recognizes the role of a vascular neurology consultant	Respectfully accepts a consultation request	Clearly and concisely responds to a consultation request		
Uses language that values all members of the health care team	Communicates information effectively with all health care team members	Uses active listening to adapt communication style to fit team needs	Solicits and communicates feedback to other members of the health care team	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 4: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Documents accurate and up-to-date patient information	Demonstrates diagnostic reasoning through organized and timely notes	Communicates diagnostic and therapeutic reasoning	Demonstrates concise, organized written and verbal communication, including anticipatory guidance	Guides departmental or institutional communication policies and procedures
Communicates in a way that safeguards patient information	Communicates through appropriate channels as required by institutional policy	Selects optimal mode of communication based on clinical context		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>