

The Musculoskeletal Radiology Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education

and

The American Board of Radiology



February 2014

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

Musculoskeletal Radiology Milestones

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Milestone Reporting

This document presents milestones designed for programs to use in semi-annual review of fellow performance and reporting to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for fellow performance as a fellow moves from entry into fellowship through graduation. In the initial years of implementation, the Review Committee will examine milestone performance data for each program's fellows as one element in the Next Accreditation System (NAS) to determine whether fellows overall are progressing.

For each period, review and reporting will involve selecting milestone levels that best describe a fellow's current performance and attributes. Milestones are arranged into numbered levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert in the subspecialty.

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

Level 1: The fellow demonstrates milestones expected of an incoming fellow.

Level 2: The fellow is advancing and demonstrates additional milestones, but is not yet performing at a mid-fellowship level.

Level 3: The fellow continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for fellowship.

Level 4: The fellow has advanced so that he or she now substantially demonstrates the milestones targeted for fellowship. This level is designed as the graduation target.

Level 5: The fellow has advanced beyond performance targets set for fellowship and is demonstrating "aspirational" goals which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional fellows will reach this level.

Additional Notes

Level 4 is designed as the graduation *target* and *does not* represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the fellowship program director. Study of Milestone performance data will be required before the ACGME and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether Milestone data are of sufficient quality to be used for high-stakes decisions.

Examples are provided with some milestones. Please note that the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to the ACGME supervision guidelines, 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.

Answers to Frequently Asked Questions about the Next Accreditation System and Milestones are posted on the Next Accreditation System section of the ACGME website.

Radiology Subspecialty Assessment tools:

- End-of-Rotation Global Assessment
- Direct observation and feedback
- Reading out with resident
- Review of reports
- Rate of major discrepancies
- Self-Assessment and Reflections/Portfolio
- OSCE/simulation
- Completion of institutional safety modules, BCLS/ACLS
- Case/Procedure Logs, including complications
- Multi-Source Evaluations

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

| Competence in Procedures: Arthrography, biopsy, other therapeutic procedures — Patient Care and Technical Skills 2 | | | | |
|---|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Joint injection/aspiration – Knows regional anatomy and approach to large joint injection/aspiration (e.g., hip and shoulder) Demonstrate sterile preparation techniques throughout all procedures | Safely executes large joint injection or aspiration with minimal supervision. Demonstrates understanding of the appropriateness and contraindications for performing joint injection/aspiration Describes the indications and contra-indications to performing biopsy or other therapeutic procedures (e.g., tendon sheath injection, <u>vertebroplasty</u> , radiofrequency ablation) | Safely plans and execute large joint injection or aspiration with indirect supervision Anticipates and manages common intra-procedural and post procedural complications Plans and safely executes an image guided biopsy or other therapeutic procedures; is sensitive to pain management, with supervision Recognizes potential post procedural complications | Safely executes small joint injection or aspiration with indirect supervision Safely executes or describes large joint injection using several approaches or modalities Plans and safely executes an image guided biopsy or other therapeutic procedures; is sensitive to pain management, with indirect supervision Anticipates and manages potential post procedural complications, with supervision | Safely plans and executes both small and large joint injections without supervision Plans and safely executes image guided biopsy or other therapeutic procedures; is sensitive to pain management; works without supervision |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Not yet achieved 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 demonstrated as well as **some** milestones in the higher level(s).

| Patient Safety — Patient Care 1 | | | | |
|--|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Radiation safety: Aware of national and departmental guidelines for patient safety, including “time-out,” contrast safety, hand-washing, and “hand-offs”</p> <p>Demonstrates understanding of As Low As Reasonably Achievable (ALARA) principles and Image Wisely® and Image Gently® initiatives</p> <p>Magnetic Resonance (MR) Safety: Describes MR safety risks, anticipates risks, and demonstrates knowledge of MR imaging complications, MR safety zones, and pre-MR screening</p> <p>Accesses resources to determine the MR safety of implanted devices and retained metal</p> <p>Contrast Agents: Recognizes and manages contrast reactions; knows appropriate renal function laboratory values for MR contrast administration; understands nephrogenic systemic fibrosis</p> | <p>Radiation safety: Accesses resources to determine exam-specific average radiation dose information; communicates relative risk of exam-specific radiation exposure to patients and practitioners</p> <p>MR Safety: Knows the effects of different magnet strengths on implanted devices and retained metal</p> <p>Assesses the risks of sedated MR exams, performing MR exams on pregnant and pediatric patients</p> <p>Contrast Agents: Assesses the risks of using contrast in pregnant patients, and chooses alternate modalities</p> | <p>Radiation safety: Knows exam-specific radiation doses; uses this information to tailor examinations to specific patients</p> <p>Utilizes alternative modalities to reduce radiation risk to patients</p> <p>MR Safety: Anticipates and recognizes patient-specific risks for MR complications (e.g., radio frequency [RF] burns)</p> <p>Contrast Agents: Uses the various gadolinium-based and iodinated contrast agents appropriately, and understands the advantages and risks of each</p> | <p>Radiation Safety: Modifies computed tomography (CT) protocols and patient positioning to lower radiation dose to patient</p> <p>MR Safety: Teaches MR Safety to technologists, residents, and other departments</p> <p>Contrast Agents: Teaches junior learners and staff members about contrast use and management of contrast complications</p> | <p>Radiation safety: Develops and teaches departmental and or national guidelines for patient safety</p> <p>MR Safety: Develops and teaches departmental and or national guidelines for MR safety</p> <p>Contrast Agents: Performs research on expanded use of known and or novel contrast agents</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Consultant — Patient Care and Technical Skills 1 | | | | |
|---|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Independently recommends appropriate imaging of common general conditions | Independently recommends appropriate imaging of common musculoskeletal conditions (e.g., osteomyelitis, trauma, metastatic disease) | With some supervision, recommends appropriate imaging of uncommon musculoskeletal conditions (e.g., primary bone tumors, post-operative complications) | Independently recommends appropriate imaging of uncommon musculoskeletal conditions | Operates at the level of expert subspecialty consultant in his or her practice Provides consultation at a regional, national, or international level |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Competence in Procedures: Arthrography, Biopsy, other Therapeutic Procedures — Patient Care and Technical Skills 2 | | | | |
|--|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Knows regional anatomy and approach to large joint injection/aspiration (e.g., hip and shoulder)</p> <p>Demonstrates sterile preparation techniques throughout all procedures</p> | <p>Safely executes large joint injection/aspiration with minimal supervision</p> <p>Demonstrates understanding of the appropriateness and contraindications for performing joint injection/aspiration</p> <p>Describes the indications and contra-indications to performing biopsy or other therapeutic procedures (e.g., tendon sheath injection, vertebroplasty, radiofrequency ablation)</p> | <p>Safely plans and executes large joint injection/aspiration with indirect supervision</p> <p>Anticipates and manages common intra-procedural and post-procedural complications</p> <p>Plans and safely executes an image-guided biopsy or other therapeutic procedure; is sensitive to pain management, with supervision</p> <p>Recognizes potential post-procedural complications</p> | <p>Safely executes small joint injection/aspiration with indirect supervision</p> <p>Safely executes or describes large joint injection using several approaches or modalities</p> <p>Plans and safely executes an image-guided biopsy or other therapeutic procedure; is sensitive to pain management, with indirect supervision</p> <p>Anticipates and manages potential post-procedural complications with supervision</p> | <p>Safely plans and executes both small and large joint injections without supervision</p> <p>Plans and safely executes image-guided biopsy or other therapeutic procedure; is sensitive to pain management; works without supervision</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Image Interpretation-Radiography — Medical Knowledge 1 | | | | |
|---|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates basic knowledge of image acquisition (positioning, technique, and artifacts), views, and radiographic anatomy</p> <p>Recognizes common musculoskeletal conditions with obvious findings (e.g., fracture, joint effusion)</p> <p>Demonstrates basic knowledge of bone physiology</p> <p>Recognizes normal post-operative findings of common orthopaedic procedures and hardware (e.g., anterior cruciate ligament [ACL] reconstruction, total hip arthroplasty, fracture fixation)</p> | <p>Demonstrates basic knowledge of biomechanics and application to injury patterns and image acquisition (e.g., flexion and extension views)</p> <p>Demonstrates knowledge of usual radiographic presentations of common musculoskeletal diseases, both bone and soft tissue, in pediatric and adult populations (e.g., typical arthritis, tumors, infection, metabolic bone disease)</p> <p>Recognizes differences between normal variants and pathology</p> <p>Recognizes obvious immediate and delayed complications of orthopaedic hardware (e.g., periprosthetic fracture or gross loosening)</p> | <p>Demonstrates advanced knowledge of biomechanics and its application to injury patterns and radiographic findings</p> <p>Understands and appropriately uses more advanced or less commonly obtained views</p> <p>Recognizes subtle findings and integrates information leading to appropriate diagnosis, imaging, and clinical management in complex cases</p> <p>Distinguishes clinically relevant from benign incidental findings (e.g., non-ossifying fibroma or bone island)</p> <p>Recognizes subtle immediate and delayed complications of orthopaedic hardware</p> | <p>Teaches basic biomechanics and application to mechanisms of injury</p> <p>Provides feedback to technical staff members and other learners regarding film acquisition in complex cases</p> <p>Teaches junior learners how to recognize subtle findings and give an approach to radiographic analysis</p> <p>Teaches bone physiology; understands drug- and treatment-induced changes in bone</p> <p>Demonstrates a comprehensive understanding of orthopaedic procedures (i.e., how they are performed and why) and their radiographic presentation</p> | <p>Advances knowledge of musculoskeletal conditions through research and presentation at local, national, and international meetings</p> <p>Teaches peers, or at a regional/national level, about radiographic appearance of orthopaedic procedures and hardware</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Image Interpretation-Cross-sectional — Medical Knowledge 2 | | | | |
|---|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Recognizes normal appearance of tissues, anatomy, and common artifacts on all cross sectional modalities</p> <p>Recognizes abnormal MR signal, CT attenuation, US echotexture</p> <p>Understands the normal post-operative findings of common orthopaedic procedures and hardware (e.g., ACL reconstruction, total hip arthroplasty, intramedullary rod)</p> | <p>Demonstrates knowledge of usual imaging presentations and injury patterns of common musculoskeletal diseases (e.g., sports injuries, trauma, tumor, infection, arthritides)</p> <p>Differentiates between normal reparative physiology of bone, marrow, and soft tissue vs. pathology as demonstrated on cross-sectional imaging; integrates all prior imaging studies into constructing a pertinent differential diagnosis</p> <p>Recognizes the majority of immediate and delayed complications of orthopaedic hardware (periprosthetic fracture or gross loosening) as demonstrated on cross-sectional imaging</p> | <p>Recognizes subtle findings and integrates imaging information leading to the appropriate diagnosis, with additional imaging as needed and clinical management in complex cases</p> <p>Demonstrates anatomical knowledge specific to the musculoskeletal system, (e.g., course of peripheral nerves, tendons, muscles)</p> <p>Efficiently recognizes and characterizes abnormal findings, leading to increased clinical productivity (increased accuracy and speed)</p> <p>Distinguishes clinically relevant from benign incidental findings (e.g., non-ossifying fibroma or bone island)</p> <p>Recognizes subtle immediate and delayed complications of orthopaedic hardware</p> | <p>Defines more advanced imaging findings, such as post-operative appearance (e.g., post-tumor resection and treatment changes, ACL revision)</p> <p>Describes detailed anatomy (e.g., extrinsic carpal ligaments, muscles and ligaments of the pelvis, accessory muscles)</p> <p>Demonstrates a comprehensive understanding of orthopaedic procedures (i.e., how they are performed and why) and their cross-sectional imaging presentation</p> | <p>Conducts research on cross-sectional imaging, and presents findings at local, national, and/or international meetings</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Cross-sectional Protocols — Medical Knowledge 3 | | | | |
|---|--|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates basic knowledge of image acquisition (MR pulse sequences, physics, basic CT physics)</p> <p>Demonstrate knowledge of basic ultrasound physics and artifacts</p> | <p>Demonstrates a basic knowledge of advanced MR and CT safety, MR pulse sequences (e.g., gradient echo imaging, MR and CT arthrography, radial imaging) and utilization of contrast material (both intravenous and intra-articular) when appropriate</p> <p>Understands appropriate probe selection for the performance of musculoskeletal ultrasound studies</p> | <p>Demonstrates advanced knowledge of protocol selection, tailoring protocols to individual patients, adjusting parameters to image around hardware, and minimize artifacts</p> | <p>Provides feedback to technical staff members and other learners regarding image acquisition and optimization, and coil selection in complex cases</p> | <p>Designs protocols tailored to specific imaging conditions</p> <p>Design software or coils</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> | | | | <p>Not yet achieved Level 1 <input type="checkbox"/></p> |

| Quality Improvement (QI) — Systems-based Practice 1 | | | | |
|---|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Describes specialty-specific QI initiatives | Incorporates specialty-specific QI into clinical practice | Works in inter-professional teams to enhance patient safety and improve patient care quality | Participates in identifying system errors and implementing potential systems solutions | Leads a team in the design and implementation of a QI project for the subspecialty program |
| Describes the departmental incident/occurrence reporting system | Participates in the departmental incident/occurrence reporting system | | | Routinely participates in root cause analysis |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Healthcare Economics — Systems-based Practice 2 | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Describes the technical and professional components of imaging costs in the subspecialty division | Understands departmental cost savings initiatives | Understands revenue cycle Creates reports that contain the elements necessary to support exam coding | Describes billing and coding of subspecialty-specific exams, and recognizes and corrects incorrect coding | Participates in creating evaluation and re-evaluation of CPT codes |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Self-directed Learning — Practice-based Learning and Improvement 1 | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Is aware of one’s own level of knowledge and expertise and uses feedback from teachers, colleagues, and patients | Continually seeks and incorporates feedback to improve performance Develops a learning plan and uses published review articles and guidelines Assesses and provides feedback to junior learners | Demonstrates a balanced and accurate self-assessment of competence; investigates clinical outcomes and areas for continued improvement Selects evidence-based information to answer specific questions | Performs self-directed learning with little external guidance using evidence-based information Develops a process to remain current in knowledge over time Organizes educational activities | Develops an educational curriculum and/or assessment tools |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Scholarly Activity — Practice-based Learning and Improvement 2 | | | | |
|---|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates critical thinking skills and understands research design</p> <p>Demonstrates knowledge of basic principles underlying the ethical conduct of research and the protection of Human Subjects</p> <p>Maintains data safety and patient monitoring to ensure continued protection of Human Subjects</p> | <p>Critically reviews and interprets the literature with the ability to identify study aims, hypotheses, design, and biases</p> <p>Identifies a mentor and a potential scholarly project</p> | <p>Makes progress on scholarly project</p> <p>Applies the principles of ethics and good clinical practice to the protection of human subjects recruited to participate in research</p> <p>Analyzes data</p> | <p>Demonstrates understanding of basic statistical analyses and epidemiology</p> <p>Presents completed scholarly project to peers for review and critique</p> | <p>Independently plans and executes research project</p> <p>Explores funding mechanisms on local, regional, and national levels</p> <p>Obtains extramural funding for research study</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Individual — Professionalism 1 | | | | |
|---|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Is an effective health care team member, promoting primacy of patient welfare, patient autonomy, and social justice</p> <p>Demonstrates the following professional behaviors:</p> <ul style="list-style-type: none"> ▪ is truthful ▪ recognizes personal limitations and seeks help when appropriate ▪ recognizes personal impairment and seeks help when needed ▪ responds appropriately to constructive criticism ▪ places needs of patients before self ▪ maintains appropriate boundaries with patients, colleagues, and others ▪ exhibits tolerance and acceptance of diverse individuals and groups | <p>Actively reflects on personal professional behavior and discusses professionalism issues, as identified in Level 1, with students and residents</p> | <p>Is an effective health care team leader, promoting primacy of patient welfare, patient autonomy, and social justice</p> | <p>Serves as a role model for professional behavior as identified in Level 1</p> | <p>Mentors others regarding professionalism and ethics</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> | | | | <p>Not yet achieved Level 1 <input type="checkbox"/></p> |

| Systems — Professionalism 2 | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Is an effective health care team member that demonstrates the following professional behaviors:</p> <ul style="list-style-type: none"> ▪ recognizes the importance and priority of patient care and advocates for patient interests ▪ fulfills work-related responsibilities ▪ maintains patient confidentiality ▪ fulfills Institutional and Program Requirements related to professionalism and ethics ▪ prepares for and attends required conferences | <p>Recognizes opportunities to improve professionalism in the workplace, and takes part in programs to improve clinical care and professional behavior as identified in Level 1</p> | <p>Is an effective health care team leader, promoting departmental and institutional goals regarding primacy of patient welfare, patient autonomy, and social justice</p> | <p>Serves as a role model for professional behavior as identified in Level 1</p> | <p>Accepts leadership roles in institutional, regional, and national organizations to advance professionalism</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Effective Communication with Patients, Families, and Caregivers — Interpersonal and Communication Skills 1 | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Exhibits basic communication skills and, with indirect supervision, can effectively communicate patient information in non-stressful situations (e.g., obtaining informed consent) for routine joint injection/aspiration | Communicates complex and difficult information, such as medical errors, complications, and adverse events, associated with biopsy and/or high-risk procedures (e.g., providing an unexpected grave diagnosis (tumor) or describing risks for a complex procedure (C1 puncture) | Working with program faculty members, oversees and teaches other more junior learners on how to communicate effectively with patients, families, and caregivers | Serves as a role model for effective and compassionate communication for other more junior learners | Develops models and guidelines for communication, and seeks leadership opportunities in the department and/or national professional organizations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not yet achieved Level 1 <input type="checkbox"/> |

| Effective Communication with Members of the Health Care Team (Written and Oral) — Interpersonal and Communication Skills 2 | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Efficiently generates clear and concise reports that do not need substantial faculty member corrections in common cases</p> <p>Communicates effectively and professionally in most stressful situations</p> | <p>Efficiently generates clear and concise reports that do not need substantial faculty member corrections in all cases</p> <p>Communicates effectively and professionally in all situations</p> <p>Effectively manages transitions of care and patient hand-offs</p> | <p>Working with program faculty members, oversees and teaches other more junior learners on how to generate clear and concise reports</p> <p>Working with program faculty members, oversees and teaches other more junior learners on how to communicate effectively and professionally</p> <p>Actively participates in departmental and interdisciplinary teaching conferences</p> | <p>Generates tailored reports meeting the specific needs of the referring physicians</p> <p>Serves as a role model for effective and professional communication</p> <p>With faculty member supervision, helps to organize departmental and interdisciplinary teaching conferences</p> | <p>Develops report templates</p> <p>Independently leads departmental and interdisciplinary teaching conferences</p> <p>Develops models and guidelines for written and oral communications and seeks leadership opportunities in the department and/or regional, national, or international professional organizations</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> | | | | <p>Not yet achieved Level 1 <input type="checkbox"/></p> |