

The Spinal Orthopaedic Surgery Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education

and

The American Board of Orthopaedic Surgery



July 2015

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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.

Spinal Orthopaedic Surgery 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 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 Milestones are available on the Milestones web page:
<http://www.acgme.org/acqmeweb/Portals/0/MilestonesFAQ.pdf>.

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 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.

Lumbar degenerative — Patient care				
Level1	Level2	Level3	Level4	Level5
<ul style="list-style-type: none"> • Performs a thorough history and physical exam • Develops a comprehensive differential diagnoses • Orders appropriate diagnostic tests • Provides routine post-operative patient care • Recommends appropriate non-operative treatments 	<ul style="list-style-type: none"> • Articulates surgical indications and contraindications for lumbar degenerative conditions • Articulates benefits risks, alternatives, and complications of the surgical procedure recommended • Articulates proper patient positioning, surgical exposure, and closure of primary lumbar cases 	<ul style="list-style-type: none"> • Formulates comprehensive treatment and post-operative plan • Consistently demonstrates good clinical judgment • Performs decompression, stabilization/fusion procedures (anterior and posterior) of routine primary procedures with minimal assistance • Diagnoses and provides early surgical management of complications 	<ul style="list-style-type: none"> • Independently performs decompression, stabilization/fusion procedures anterior and posterior • Independently performs repair of complex dural tears • Independently performs revision procedures • Independently manages of complications 	<ul style="list-style-type: none"> • Performs high risk lumbar surgical procedures (e.g., osteotomies)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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).

Lumbar degenerative — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Performs a thorough history and physical exam • Develops a comprehensive differential diagnosis • Orders appropriate diagnostic tests • Provides routine post-operative patient care • Recommends appropriate non-operative treatments 	<ul style="list-style-type: none"> • Articulates surgical indications and contraindications for lumbar degenerative conditions • Articulates benefits, risks, alternatives, and complications of the surgical procedure recommended • Articulates proper patient positioning, surgical exposure, and closure of primary lumbar cases 	<ul style="list-style-type: none"> • Formulates a comprehensive treatment and post-operative plan • Consistently demonstrates good clinical judgment • Performs decompression, stabilization/fusion procedures (anterior and posterior) of routine primary procedures, with minimal assistance • Diagnoses and provides early surgical management of complications 	<ul style="list-style-type: none"> • Independently performs decompression, stabilization/fusion procedures (anterior and posterior) • Independently performs repair of complex dural tears • Independently performs revision procedures • Independently manages complications 	<ul style="list-style-type: none"> • Performs high-risk lumbar surgical procedures (e.g., osteotomies)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Cervical degenerative — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Performs a thorough history and physical exam • Develops a comprehensive differential diagnosis • Orders appropriate diagnostic tests • Provides routine post-operative patient care • Recommends appropriate non-operative treatments 	<ul style="list-style-type: none"> • Articulates surgical indications and contraindications for degenerative cervical conditions • Articulates benefits, risks, alternatives, and complications of the surgical procedure recommended 	<ul style="list-style-type: none"> • Formulates a comprehensive treatment and post-operative plan • Consistently demonstrates good clinical judgment • Positions patient and performs surgical exposure and closure of primary cervical cases • Performs decompression, stabilization/fusion procedures (anterior and posterior) of routine procedures, with minimal assistance • Diagnoses and provides early surgical management of complications 	<ul style="list-style-type: none"> • Independently performs decompression, stabilization/fusion procedures (anterior and posterior) • Independently performs repair of dural tear • Independently performs management of complications • Independently performs patient positioning, surgical exposure, and closure of simple revision cervical cases 	<ul style="list-style-type: none"> • Performs high-risk cervical surgical procedures (e.g., osteotomies and complex revisions)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Traumatic — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Performs a thorough history and physical exam • Orders appropriate diagnostic tests • Provides routine post-operative spine patient care of traumatic conditions • Recommends appropriate non-operative treatments of traumatic conditions 	<ul style="list-style-type: none"> • Articulates independent management of non-operative treatment • Articulates surgical indications and timing for traumatic conditions • Articulates benefits, risks, alternatives, and complications of operative and non-operative management 	<ul style="list-style-type: none"> • Formulates a comprehensive treatment and post-operative plan • Consistently demonstrates good clinical judgment • Performs decompression, stabilization/fusion procedures (anterior and posterior), with minimal assistance • Diagnoses and provides early surgical management of complications • Performs closed reduction of spinal fracture-dislocations (e.g., cervical facet dislocations) 	<ul style="list-style-type: none"> • Independently performs decompression, stabilization/fusion procedures (anterior and posterior) • Independently manages complications of operative and non-operative treatment • Independently develops unique, complex post-operative management plans when indicated 	<ul style="list-style-type: none"> • Develops a spine trauma program • Is the primary author or lead researcher in clinical or basic science research related to traumatic conditions • Presents at national meetings beyond institutional grand rounds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Deformity — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Performs a thorough history and physical exam • Develops comprehensive differential diagnoses • Orders appropriate diagnostic tests • Provides routine post-operative patient care • Recommends appropriate non-operative treatments 	<ul style="list-style-type: none"> • Articulates surgical indications and contraindications for the management of spinal deformity conditions • Positions patient and performs surgical exposure and closure in presence of attending surgeon • Articulates the benefits, risks, alternatives, and complications of the surgical procedures 	<ul style="list-style-type: none"> • Performs decompression, correction/fusion procedures (anterior and posterior), with minimal assistance • Diagnoses and provides early surgical management of complications • Independently performs surgical planning • Consistently demonstrates good clinical judgment 	<ul style="list-style-type: none"> • Independently performs decompression, correction/fusion procedures (anterior and posterior) for routine deformities (e.g., adolescent idiopathic scoliosis, degenerative lumbar scoliosis, spondylolisthesis) • Independently performs management of complications of deformity procedures 	<ul style="list-style-type: none"> • Performs high-risk surgical procedures (e.g., pedicle subtraction osteotomy, vertebral column resection, revision deformity procedures)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Degenerative Lumbar — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates knowledge of basic spinal anatomy • Understands basic pathophysiology of degenerative lumbar conditions 	<ul style="list-style-type: none"> • Demonstrates knowledge of applied surgical approach anatomy • Demonstrates operative and non-operative treatment options • Demonstrates understanding of natural history of degenerative lumbar pathologies • Demonstrates capability of ordering appropriate diagnostic studies 	<ul style="list-style-type: none"> • Independently interprets diagnostic studies • Demonstrates knowledge of indication for the use of implants and their effects on spinal biomechanics • Demonstrates knowledge of biologics and effects on bone healing (e.g., biomaterials, biologics, autograft, etc.) • Demonstrates knowledge of outcomes and risks of operative and non-operative options 	<ul style="list-style-type: none"> • Demonstrates knowledge of controversies and cutting edge techniques • Demonstrates knowledge of current evidence-based literature on conditions of the degenerative lumbar spine 	<ul style="list-style-type: none"> • Presents at state and national meetings on the controversies in the field • Is the primary author or lead researcher in clinical or basic science research related to degenerative lumbar disease
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Degenerative Cervical — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates knowledge of basic spinal anatomy • Understands basic pathophysiology of degenerative cervical pathologies (e.g., cervical radiculopathy, myelopathy) 	<ul style="list-style-type: none"> • Demonstrates knowledge of applied surgical approach anatomy • Demonstrates knowledge of operative and non-operative treatment options • Demonstrates understanding of basic natural history of degenerative cervical pathologies • Demonstrates capability of ordering appropriate diagnostic studies 	<ul style="list-style-type: none"> • Independently interprets diagnostic studies • Demonstrates knowledge of indication for the use of implants and their alterations to spinal biomechanics • Demonstrates knowledge of biologics and bone healing (e.g., biomaterials, biologics, autograft, etc.) • Demonstrates knowledge of outcomes and risks of operative and non-operative options 	<ul style="list-style-type: none"> • Demonstrates knowledge of controversies and cutting edge techniques • Demonstrates knowledge of current evidence-based literature on conditions of the degenerative cervical spine 	<ul style="list-style-type: none"> • Presents at state and national meetings on controversies in the field • Is the primary author or lead researcher in clinical or basic science research related to degenerative cervical disease
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Traumatic — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates knowledge of basic spinal anatomy • Understands the biomechanics and mechanisms of traumatic conditions • Understands and applies the classification systems (e.g., American Spinal Injury Association [ASIA]) • Understands fracture healing 	<ul style="list-style-type: none"> • Demonstrates knowledge of applied surgical approach anatomy • Demonstrates knowledge of operative and non-operative treatments of traumatic conditions • Demonstrates understanding of the natural history of fracture healing (e.g., odontoid fractures) • Demonstrates ordering appropriate diagnostic studies 	<ul style="list-style-type: none"> • Applies the spinal fracture classification systems to treatment plans • Understands the role of the spine surgeon in the management of the multi-trauma patient (e.g., prioritization) • Interprets diagnostic studies • Demonstrates knowledge of the rehabilitation principles in the spinal cord injury patients 	<ul style="list-style-type: none"> • Demonstrates knowledge of controversies and cutting edge technologies (e.g., spinal cord injury trials, minimally invasive surgery) • Demonstrates knowledge of current evidence-based literature on traumatic spine conditions 	<ul style="list-style-type: none"> • Presents at state and national meetings on controversies in the field • Is the primary author or lead researcher in clinical or basic science research related to traumatic conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Deformity — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates knowledge of basic spinal anatomy • Understands deformity conditions and etiologies 	<ul style="list-style-type: none"> • Demonstrates knowledge and application of classification systems (e.g., Lenke) • Demonstrates knowledge of applied surgical approach anatomy • Demonstrates operative and non-operative treatment options • Demonstrates understanding of the natural history of the deformity • Demonstrates capability of ordering appropriate diagnostic studies • Demonstrates understanding of the relative risks associated with non-idiopathic deformity conditions (e.g., neuromuscular, Marfans, neurofibromatosis) 	<ul style="list-style-type: none"> • Independently performs interpretation of diagnostic studies • Demonstrates knowledge of indications and use of implants and their effects on spinal biomechanics • Understands outcomes and risks of operative and non-operative options • Understand spinal deformity parameters (e.g., coronal and sagittal plane deformity, lumbopelvic relationships/measurements) 	<ul style="list-style-type: none"> • Demonstrates knowledge of controversies and cutting edge techniques • Demonstrates knowledge of current evidence-based literature of spinal deformity conditions 	<ul style="list-style-type: none"> • Presents at state and national meetings on controversies in the field • Is the primary author or lead researcher in clinical or basic science research related to spinal deformity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Describes utility of multi-disciplinary teams • Describes basic levels of systems of care (e.g., self-management to societal) 	<ul style="list-style-type: none"> • Understands the economic challenges of patient care in the changing health care system • Gives examples of cost and value implications of care he or she provides (e.g., gives examples of alternate sites of care resulting in different costs for individual patients) 	<ul style="list-style-type: none"> • Orders appropriate tests, balancing expenses and quality • Orders and schedules tests in appropriate systems for individual patients, balancing expenses and quality • Successfully navigates the economic differences of the health care system 	<ul style="list-style-type: none"> • Uses evidence-based guidelines for cost-effective care • Effectively manages clinic team and schedules for patient and workflow efficiency • Uses evidence-based guidelines for cost-effective care 	<ul style="list-style-type: none"> • Successfully navigates the economic differences of the health care system • Leads systems change at micro and macro levels (e.g., manages operating room [OR] team and patient flow in a multi-case OR day) • Drives innovation and advancement of quality improvement in patient care or system processes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Self-directed Learning – Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Acknowledges gaps in personal knowledge and expertise, and frequently asks for feedback from teachers and colleagues 	<ul style="list-style-type: none"> • Continually evaluates own performance by evaluating feedback and assessments • Demonstrates use of published review articles or guidelines to analyze common topics in practice • Uses patient care experiences to direct learning 	<ul style="list-style-type: none"> • Accurately assesses areas of competence and deficiencies, and modifies learning plan • Demonstrates the ability to select an appropriate evidence-based information tool to answer specific questions while providing care 	<ul style="list-style-type: none"> • Performs self-directed learning without external guidance • Critically evaluates and uses patient outcomes to improve patient care • Incorporates practice change based upon new evidence 	<ul style="list-style-type: none"> • Teaches and performs research on practice-based learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Evidence-based Medicine – Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Describes basic concepts in clinical epidemiology, biostatistics, and clinical reasoning • Categorizes the study design of a research study 	<ul style="list-style-type: none"> • Ranks study designs by their level of evidence • Identifies bias affecting study validity • Formulates a searchable question from a clinical question 	<ul style="list-style-type: none"> • Applies a set of critical appraisal criteria to different types of research, including synopses of original research findings, systematic reviews and meta-analyses, and clinical practice guidelines • Critically evaluates information from others, including colleagues, experts, industry representatives, and patients 	<ul style="list-style-type: none"> • Demonstrates a clinical practice that incorporates principles and basic practices of evidence-based practice and information mastery • Cites evidence supporting several common practices • Independently teaches and assesses evidence-based medicine and information mastery techniques 	<ul style="list-style-type: none"> • Independently formulates and implements a research plan (e.g., meta-analysis)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Commitment to diversity, compassion, integrity, sensitivity, and ethics — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Consistently demonstrates behavior that conveys caring, honesty, and genuine interest in patients and families • Recognizes the diversity of patient populations with respect to gender, age, culture, race, religion, disabilities, sexual orientation, and socioeconomic status • Recognizes the importance and priority of patient care, with an emphasis on the care that the patient wants and needs; demonstrates a commitment to this value 	<ul style="list-style-type: none"> • Demonstrates an understanding of the importance of compassion, integrity, respect, sensitivity, and responsiveness while exhibiting these attitudes consistently in common and uncomplicated situations • Consistently recognizes ethical issues in practice; discusses, analyzes, and manages them in common and frequent clinical situations, including socioeconomic variances in patient care 	<ul style="list-style-type: none"> • Exhibits these attitudes consistently in complex and complicated situations • Recognizes how own personal beliefs and values impact medical care • Is knowledgeable about the beliefs, values, and practices of diverse patient populations, and the potential impact these may have on patient care • Recognizes ethical violations in professional and patient aspects of medical practice 	<ul style="list-style-type: none"> • Understands the ethical implications, rules, and regulations of participating in clinical trials • Develops and uses an integrated and coherent approach to understanding and effectively working with others to provide good medical care that integrates personal standards with standards of medicine • Consistently considers and manages ethical issues in practice • Consistently practices medicine as related to specialty care in a manner that upholds values and beliefs of self and medicine 	<ul style="list-style-type: none"> • Demonstrates leadership and mentoring regarding these principles of bioethics • Manages ethical misconduct in patient management and practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Accountability and professionalism — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Understands when assistance is needed and is willing to ask for help • Exhibits basic professional responsibilities, such as timely reporting for duty, being rested and ready to work, displaying appropriate attire and grooming, and delivering patient care as a functional physician • Is aware of the basic principles and aspects of the general maintenance of emotional, physical, and mental health, and issues related to fatigue/sleep deprivation 	<ul style="list-style-type: none"> • Recognizes conflicts of interest (e.g., selection of surgical implants) • Recognizes conflicts of interest in ownership of ancillary services • Recognizes limits of knowledge in common clinical situations and asks for assistance • Recognizes value of humility and respect towards patients and associate staff members • Demonstrates adequate management of personal, emotional, physical, and mental health and fatigue 	<ul style="list-style-type: none"> • Consistently recognizes limits of knowledge in uncommon and complicated clinical situations; develops and implements plans for the best possible patient care • Assesses application of principles of physician wellness, alertness, delegation, teamwork, and optimization of personal performance to the practice of medicine • Seeks out assistance when necessary to promote and maintain personal, emotional, physical, and mental health 	<ul style="list-style-type: none"> • Mentors and models personal and professional responsibility to colleagues • Recognizes signs of physician impairment and demonstrates appropriate steps to address impairment in colleagues • Practice is consistent with the American Academy of Orthopaedic Surgeons (AAOS) Standards of Professionalism 	<ul style="list-style-type: none"> • Develops organizational policies and education to support the application of these principles in the practice of medicine
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Patient Centered Communications – Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Communicates with patients about routine care (e.g., actively seeks and understands the patient’s/family’s perspective; able to focus in on the patient’s chief complaint and ask pertinent questions related to that complaint) 	<ul style="list-style-type: none"> Communicates competently within systems and with other care providers, and provides detailed information about patient care (e.g., demonstrates sensitivity to patients, emphasizes patient-based decision making, and demonstrates empathy) 	<ul style="list-style-type: none"> Communicates competently in difficult patient circumstances (e.g., spinal cord injury, tumor patients) 	<ul style="list-style-type: none"> Communicates complexity in complex/adversarial situation (e.g., understands a patient’s secondary motivations in the treatment of his or her care—drug seeking, disability issues, and legal cases) Demonstrates ability to discuss adverse events Communicates competently in complex/adversarial situations (e.g., understands a patient’s secondary motivations in the treatment of his or her care—drug seeking, disability issues, and legal cases; is able to sustain working relationships during complex and challenging situations, including transitions of care—treatment of a metastatic pathologic fracture; is able to manage conflict with peers, subordinates, and superiors) 	<ul style="list-style-type: none"> Demonstrates leadership in communication activities (e.g., coaches others to improve communication skills; engages in self-reflection on how to improve communication skills)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Recognizes and communicates critical patient information, in a timely and accurate manner, to other members of the treatment team Recognizes and communicates role as a team member to patients and staff members Responds to requests for information <p><i>Examples:</i> Communicates lab results, keeps accurate and timely progress notes, answers pages in a timely manner</p>	<ul style="list-style-type: none"> Supports and respects decisions made by team Actively participates in team-based care; supports activities of other team members, and communicates their roles to the patient and family <p><i>Examples:</i> Participates in hand-offs and transitions of care, communicates with other health care providers and staff members</p>	<ul style="list-style-type: none"> Able to facilitate, direct, and delegate team-based patient care activities Understands the OR team leadership role and obligations <p><i>Examples:</i> Leads daily rounds, communicates plan of action with OR personnel</p>	<ul style="list-style-type: none"> Leads team-based care activities and communications Is able to identify and rectify problems with team communication <p><i>Example:</i> Organizes and verifies hand-off rounds and coverage issues</p>	<ul style="list-style-type: none"> Seeks leadership opportunities within professional organizations Is able to lead/facilitate meetings within organization/system
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				