

End of Rotation Evaluation of Resident by Faculty (R 04/30/14)

Evaluator: _____
 Evaluation of: _____
 Date: _____

PATIENT CARE (PC) AND PROCEDURAL SKILLS

Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

PC-1 Patient Interview

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Obtains and documents basic history for ophthalmic complaint 	<ul style="list-style-type: none"> Acquires accurate and relevant problem-focused history for common ocular complaints Obtains and integrates outside medical records Achieve by 12 months 	<ul style="list-style-type: none"> Obtains relevant historical subtleties that inform and prioritize both differential diagnoses and diagnostic plans, including sensitive, complicated, and detailed information that may not often be volunteered by the patient Achieve by 24 months 	<ul style="list-style-type: none"> Demonstrates, for junior members of the health care team, role model interview techniques to obtain subtle and reliable information from the patient, particularly for sensitive aspects of ocular conditions Achieve by 36 months 	<ul style="list-style-type: none"> Incorporates new information from literature to tailor interview questions Achieve by completion +24 months 	

1. PC-1*

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Comments

PC-2 Patient Examination

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Describes components of complete ophthalmic examination Performs the basic parts of a screening or bedside eye examination without special equipment 	<ul style="list-style-type: none"> Performs and documents a complete ophthalmic examination targeted to a patient's ocular complaints and medical condition Distinguishes between normal and abnormal findings Achieve by 12 months 	<ul style="list-style-type: none"> Performs problem-focused examination and documents pertinent to positive and negative findings Consistently identifies common abnormalities; may identify subtle findings Achieve by 24 months 	<ul style="list-style-type: none"> Identifies subtle or uncommon findings of common disorders and typical or common findings of rarer disorders Achieve by 36 months 	<ul style="list-style-type: none"> Incorporates into clinical practice new literature about examination techniques Achieve by completion +24 months 	

2. PC-2*

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Comments

PC-3 Office Diagnostic Procedures

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Describes role of office diagnostic procedures in diagnosis of ophthalmic disease 	<ul style="list-style-type: none"> Selects and/or performs appropriate routine diagnostic tests and imaging procedures based on a patient's ocular complaints and medical condition Achieve by 12 months 	<ul style="list-style-type: none"> Interprets routine findings; recognizes indications for advanced diagnostic tests and imaging procedures Achieve by 24 months 	<ul style="list-style-type: none"> Interprets unusual findings, identifies artifacts; employs routine and advanced diagnostic tests and imaging procedures according to evidence-based medicine 	<ul style="list-style-type: none"> Performs and interprets findings at subspecialty level Achieve by completion + 24 months 	

Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Describes essential components of care related to non-OR surgery (e.g., informed consent, indications and contraindications for surgery, pertinent anatomy, anesthetic and operative technique, potential intraoperative and postoperative complications) 	<ul style="list-style-type: none"> For each procedure: <ul style="list-style-type: none"> Lists indications and describes relevant anatomy and pathophysiology of disorder Identifies findings that are indicators for the procedure and potential postoperative complications Describes anesthetic and surgical technique, mechanism of effect, and specific instruments required Performs directed preoperative assessment; administers anesthesia and performs procedure with direct supervision; provides appropriate postoperative care Achieve by 12 months 	<ul style="list-style-type: none"> Administers anesthesia and performs procedure with indirect supervision Recognizes intraoperative and postoperative complications Achieve by 24 months 	<ul style="list-style-type: none"> Administers anesthesia and performs procedure with oversight supervision Manages intraoperative and postoperative complications Achieve by 36 months 	<ul style="list-style-type: none"> Reviews individual outcome and process measures, and participates in practice improvement Achieve by completion +24 months 	

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6. PC-6*

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Comments

PC-7 OR Surgery

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Describes essential components of care related to OR surgery (e.g., informed consent, indications and contraindications for surgery, pertinent anatomy, anesthetic and operative technique, potential intraoperative and postoperative complications) 	<ul style="list-style-type: none"> For each specified procedure: <ul style="list-style-type: none"> Lists indications for procedure selection; describes relevant anatomy and instrumentation for procedures, including calibration and operation of the microscope; describes necessary postoperative care 2. Identifies common intraoperative and postoperative complications, and performs postoperative care managing common complications Prepares and drapes for extraocular and intraocular procedures Describes methods for regional and general anesthesia Performs portions of selected Level 2 procedures Achieve by 12 months 	<ul style="list-style-type: none"> Obtains informed consent and performs specified Level 3 procedures Identifies and manages less common intraoperative and postoperative complications Achieve by 24 months 	<ul style="list-style-type: none"> Obtains informed consent and performs specified Level 4 procedures Identifies and manages uncommon intraoperative and postoperative complications Achieve by 36 months 	<ul style="list-style-type: none"> Reviews individual outcome and process measures, and participates in practice improvement Achieve by completion +24 months 	

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7. PC-7*

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Comments

PC-8 Consultation

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Describes the role of ophthalmology 	<ul style="list-style-type: none"> Provides specific, responsive ophthalmologic consultation to other 	<ul style="list-style-type: none"> Recognizes ophthalmic emergencies and 	<ul style="list-style-type: none"> Identifies consultations requiring surgical intervention, including 	<ul style="list-style-type: none"> Participates in ophthalmic subspecialty 	

consultation in systemic disease	<ul style="list-style-type: none"> Recognizes urgent versus non-urgent ophthalmic consultation Examines inpatient at bedside, including visual acuity and field, portable slit lamp exam (+ fluorescein stain), intraocular pressure (IOP) measurement, ophthalmoscopy Communicates findings (written and oral) to consulting service Achieve by 12 months 	<ul style="list-style-type: none"> Provides appropriate differential diagnosis and initiates non-surgical treatment plan Orders ancillary testing; requests ophthalmic subspecialty involvement when indicated Maintains continuing communication with other involved medical specialists Achieve by 24 months 	<ul style="list-style-type: none"> Interprets ancillary tests, and formulates and initiates treatment plan independently Coordinates treatment plan with multiple specialties Achieve by 36 months 	<ul style="list-style-type: none"> Achieve by completion +24 months
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8. PC-8*

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Comments

MEDICAL KNOWLEDGE (MK)

Resident must demonstrate knowledge of established and evolving clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care. Residents must demonstrate level-appropriate knowledge in the following core domains: General Medicine; Fundamentals and Principles of Ophthalmology; Optics and Refraction; Ophthalmic Pathology and Intraocular Tumors; Neuro-Ophthalmology; Pediatric Ophthalmology and Strabismus; Orbit, Eyelids, and Lacrimal System; Cornea, External Disease, and Anterior Segment Trauma; Lens and Cataract; Refractive Management and Intervention; Intraocular Inflammation and Uveitis; Glaucoma; Retina/Vitreous

MK-2 Demonstrate level-appropriate knowledge applied to patient management

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Demonstrates level-appropriate knowledge for patient management on ophthalmology rotation 	<ul style="list-style-type: none"> Demonstrates level-appropriate knowledge for patient management on postgraduate year (PGY)-2 rotations Achieve by 12 months 	<ul style="list-style-type: none"> Demonstrates level-appropriate knowledge for patient management on PGY-3 rotations Achieve by 24 months 	<ul style="list-style-type: none"> Demonstrates level-appropriate knowledge for patient management on PGY-4 rotations Achieve by 36 months 	<ul style="list-style-type: none"> Demonstrates post-residency level knowledge for patient management on PGY-4 rotations Achieve by completion +24 months 	

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9. MK-2*

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Comments

SYSTEMS-BASED PRACTICE (SBP)

Residents must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

SBP-1 Work effectively and coordinate patient care in various health care delivery systems

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Describes basic levels of systems of care (self-management to societal) 	<ul style="list-style-type: none"> Describes systems of care within residency program Demonstrates awareness of need for safe transitions of care; lists potential impediments to safe and efficient transitions of care within and between systems Achieve by 12 months 	<ul style="list-style-type: none"> Identifies impediments to safe and efficient transitions of care within and between systems Manages routine transitions safely Achieve by 24 months 	<ul style="list-style-type: none"> Proposes solutions to impediments to safe and efficient transitions of care within and between systems Manages complex transitions of care within and between systems Demonstrates leadership potential for systems changes Achieve by 36 months 	<ul style="list-style-type: none"> Leads systems change at micro and macro levels Achieve by completion +24 months 	

10. SBP-1*

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Comments

SBP-2 Incorporate cost-effectiveness, risk/benefit analysis, and IT to promote safe and effective patient care

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> ▪ Describes scenarios in which physician may affect cost-effectiveness in patient care ▪ Explains the role of the Electronic Health Record (EHR) in prevention of medical errors 	<ul style="list-style-type: none"> ▪ Describes scenarios in which ophthalmologist may affect cost-effectiveness in patient care ▪ Describes specific cost options for most frequently ordered tests and medications ▪ Utilizes EHR, where available, to order tests and reconcile medications for patients ▪ Uses information systems for patient care, including literature review ▪ Achieve by 12 months 	<ul style="list-style-type: none"> ▪ Often practices cost-effective care ▪ Achieve by 24 months 	<ul style="list-style-type: none"> ▪ Consistently practices cost-effective care ▪ Applies risk-benefit analyses in ophthalmic care ▪ Contributes to reduction of risks of automation and computerized systems by reporting system problems ▪ Achieve by 36 months 	<ul style="list-style-type: none"> ▪ Advocates for cost-effective care and use of risk-benefit analyses within health care system ▪ Recommends systems re-design for faulty processes ▪ Achieve by completion +24 months 	

11. SBP-2*

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Comments

SBP-3 Work in inter-professional teams to enhance patient safety, identify system errors, and implement solutions

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> ▪ Describes epidemiology of medical errors and differences between medical errors, near misses, and sentinel events ▪ Describes role of teamwork and communication failure as a leading cause of preventable patient harm 	<ul style="list-style-type: none"> ▪ Reports problematic processes, including errors and near misses to supervisor ▪ Defines process for safe and efficient patient hand-offs, including basic communication techniques ▪ Achieve by 12 months 	<ul style="list-style-type: none"> ▪ Analyzes causes of adverse events through root cause analysis (RCA) ▪ Applies process for safe and efficient patient hand-offs, including basic communication techniques ▪ Achieve by 24 months 	<ul style="list-style-type: none"> ▪ Develops content for and facilitates patient safety morbidity and mortality (M & M) conference focusing on systems-based errors in patient care ▪ Supervises communication process for patient hand-offs and on-call responsibilities ▪ Analyzes shared team experience (e.g., procedure) with debriefing to solve problems ▪ Achieve by 36 months 	<ul style="list-style-type: none"> ▪ Creates curriculum to teach teamwork and communication skills to health care professionals ▪ Achieve by completion +24 months 	

12. SBP-3

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Comments

PRACTICE-BASED LEARNING AND IMPROVEMENT (PBLI)

Residents must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning. Residents are expected to develop skills and habits to be able to meet specified goals.

PBLI-1 Self Directed Learning

1. Identify strengths, deficiencies, and limits in one's knowledge and expertise

- 2. Set learning and improvement goals
- 3. Identify and perform appropriate learning activities
- 4. Use information technology to optimize learning

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Identifies gaps in personal knowledge and expertise Accepts feedback appropriately Demonstrates ability to utilize online resources for patient care 	<ul style="list-style-type: none"> Assess performance by self-reflection and review of feedback and evaluations Develops a learning plan, based on feedback, with supervision Utilizes review articles or practice guidelines to answer specific questions in clinical practice Achieve by 12 months 	<ul style="list-style-type: none"> Develops learning plan independently with accurate assessment of competence and areas for continued improvement Often utilizes appropriate evidence-based medicine to answer specific questions while providing care Achieve by 24 months 	<ul style="list-style-type: none"> Utilizes self-directed learning with little external guidance Consistently uses evidence-based medicine to answer specific questions while providing care Utilizes system or process for staying abreast of relevant changes in clinical practice Achieve by 36 months 	<ul style="list-style-type: none"> Contributes to development of best evidence supporting clinical practices Achieve by completion +24 months 	

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13. PBLI-1

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Comments

PBLI-2 Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Describes basic concepts in clinical epidemiology, biostatistics, and clinical reasoning Categorizes design of a research study 	<ul style="list-style-type: none"> Ranks study designs by validity and generalizability to larger populations, and identifies critical threats to study validity Distinguishes relevant research outcomes from other types of evidence Cites evidence supporting several commonly used techniques in own practice Achieve by 12 months 	<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, pharmaceutical representatives, and patients Achieve by 24 months 	<ul style="list-style-type: none"> Demonstrates a clinical practice that incorporates principles and basic practices of evidence-based practice and information mastery Achieve by 36 months 	<ul style="list-style-type: none"> Independently teaches and assesses evidence-based medicine and information mastery techniques Achieve by completion +24 months 	

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14. PBLI-2*

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Comments

PROFESSIONALISM (PROF)

Residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

PROF-1 Compassion, integrity, and respect for others; sensitivity and responsiveness to diverse patient populations

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Recognizes and never participates in verbal or physical abuse of patients, peers, staff, or supervisors, or sexual harassment Recognizes and never participates in discrimination based on gender, age, culture, race, religion, 	<ul style="list-style-type: none"> Consistently demonstrates behavior that conveys caring, honesty, and genuine interest in patients and families Demonstrates compassion, integrity, respect, sensitivity, and responsiveness Exhibits these characteristics consistently in common and uncomplicated situations 	<ul style="list-style-type: none"> Exhibits these characteristics consistently in most relationships and situations Consistently recognizes cultural and socioeconomic issues in patient care Achieve by 24 months 	<ul style="list-style-type: none"> Exhibits these characteristics consistently in complex and complicated situations Mentors junior members of the health care team Achieve by 36 months 	<ul style="list-style-type: none"> Role models behavior demonstrating compassion and respect for others, and for cultural and socioeconomic issues in patient care Develops organizational policies and education to support the application of these 	

	<ul style="list-style-type: none"> disability, sexual orientation, or socioeconomic status Achieve by 6 months 	<ul style="list-style-type: none"> Usually recognizes cultural and socioeconomic issues in patient care Achieve by 12 months 		<ul style="list-style-type: none"> principles Achieve by completion +24 months
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15. PROF-1*

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Comments

PROF-2 Responsiveness to patient needs that supersedes self-interest

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Recognizes and never demonstrates refusal to perform assigned tasks, answer pages or calls, or avoidance of scheduled call duty 	<ul style="list-style-type: none"> Almost always completes patient care tasks promptly and completely; is punctual; is appropriately groomed Manages fatigue and sleep deprivation Identifies impact of personal beliefs and values on practice of medicine Achieve by 12 months 	<ul style="list-style-type: none"> Consistently completes patient care tasks promptly and completely Manages personal beliefs and values to avoid negative impact on patient care Achieve by 24 months 	<ul style="list-style-type: none"> Mentors junior members of the health care team to manage barriers to effective patient care Achieve by 36 months 	<ul style="list-style-type: none"> Role models behavior demonstrating compassion and respect for others Develops organizational policies and education to support the application of these principles Achieve by completion +24 months 	

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16. PROF-2*

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Comments

PROF-4 Accountability to patients, society and the profession

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> Recognizes and never participates in: deception regarding level of education and experience; demeaning other practitioners; plagiarism, falsification of records, misrepresentation of education Almost always completes medical record-keeping tasks promptly and completely Always identifies self as resident to patients Achieve by 6 months 	<ul style="list-style-type: none"> Almost always recognizes simple conflict of interest scenarios Consistently completes medical record-keeping tasks promptly and completely Almost always recognizes limitations and requests help or refers patients when appropriate Achieve by 12 months 	<ul style="list-style-type: none"> Consistently recognizes and takes appropriate steps to manage simple conflict of interest scenarios Consistently completes medical record-keeping tasks promptly and completely Consistently acts within limitations and seeks help when appropriate Achieve by 24 months 	<ul style="list-style-type: none"> Consistently recognizes and takes appropriate steps to manage more complex conflict of interest scenarios Achieve by 36 months 	<ul style="list-style-type: none"> Assumes leadership and mentoring role in management of more complex conflict of interest scenarios Develops organizational policies and education to support the application of these principles Achieve by completion +24 months 	

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17. PROF-4*

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Comments

INTERPERSONAL AND COMMUNICATION SKILLS (ICS)

Residents must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

ICS-1 Communicate effectively with patients and families with diverse socioeconomic and cultural backgrounds

1. Rapport development
2. Interview skills
3. Counsel and educate
4. Conflict management

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> ▪ Develops positive relationship with patients in uncomplicated situations ▪ Describes factors that affect communication (e.g., language, use of interpreters, other family in the room, anger, depression, anxiety, and cognitive impairments) ▪ Engages in active listening, teach-back, and other strategies to ensure patient understanding 	<ul style="list-style-type: none"> ▪ Develops working relationships in complex situations across specialties and systems of care ▪ Counsels patients at appropriate level for comprehension regarding disease, and engages in shared decision making ▪ Negotiates and manages simple patient/family-related conflicts ▪ Achieve by 12 months 	<ul style="list-style-type: none"> ▪ Uses appropriate strategies to communicate with vulnerable populations and their families ▪ Actively seeks information from multiple sources, including consultations ▪ Counsels patients regarding emotionally difficult information, such as blindness; uses appropriate technique for "breaking bad news" ▪ Achieve by 24 months 	<ul style="list-style-type: none"> ▪ Sustains working relationships during complex and challenging situations, including transitions of care ▪ Demonstrates effective integration of all available sources of information when gathering patient-related data ▪ Counsels patients regarding impact of higher risk disease and intervention; directs patients to resources ▪ Negotiates and manages conflict in complex situations ▪ Achieve by 36 months 	<ul style="list-style-type: none"> ▪ Counsels patients regarding unusual or experimental therapies, including clinical trial participation when indicated ▪ Mentors junior members of the health care team to improve communication skills ▪ Achieve by completion +24 months 	

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18. ICS-1*

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Comments

ICS-2 Communicate effectively with physicians, other health professionals, and health related agencies

1. Comprehensive, timely, and legible medical records
2. Consultation requests
3. Care transitions
4. Conflict management

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> ▪ Produces comprehensive, timely, and legible non-ophthalmic medical records ▪ Describes importance and procedure for request of consultation ▪ Lists steps for appropriate care transition ▪ Manages one-on-one conflicts 	<ul style="list-style-type: none"> ▪ Produces comprehensive, timely, and legible ophthalmic medical records ▪ Recognizes need for, identifies, and requests appropriate consultant ▪ Performs appropriate basic ophthalmology care transition ▪ Manages conflicts within peer group ▪ Achieve by 12 months 	<ul style="list-style-type: none"> ▪ Performs more complex subspecialty care transitions; ensures accurate documentation and face-to-face communication where needed ▪ Manages conflicts within department ▪ Achieve by 24 months 	<ul style="list-style-type: none"> ▪ Effectively and ethically uses all forms of communication, including face-to-face, telephone, electronic, and social media ▪ Coordinates multiple consultants ▪ Manages complex multisystem care transitions ▪ Achieve by 36 months 	<ul style="list-style-type: none"> ▪ Develops models/approaches to managing difficult communications ▪ Manages conflicts with superiors and payers ▪ Achieve by completion +24 months 	

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19. ICS-2*

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Comments

ICS-3 Work effectively as a member or leader of a healthcare team or other professional group

1. Clinical team (outpatient clinic, inpatient consult service)
2. Operating room team

3. Professional workgroup (e.g. QI committee)

Has Not Achieved Level 1	Level 1	Level 2	Level 3	Level 4 (Graduation Target)	Level 5 (Aspirational)	N/A
	<ul style="list-style-type: none"> ▪ Understands concept of the medical team with respect to clinical care, medical research, and quality improvement ▪ Defines purpose of various teams in which he or she participates 	<ul style="list-style-type: none"> ▪ Describes role and responsibility of each team member ▪ Prepares for team role and fulfills assignments ▪ Follows institutional policies ▪ Achieve by 12 months 	<ul style="list-style-type: none"> ▪ Implements team activities as directed by team leader ▪ Identifies individual vs. group collaborative roles ▪ Achieve by 24 months 	<ul style="list-style-type: none"> ▪ Selects, evaluates, provides feedback, and remediates team members ▪ Develops goals and strategies for various departmental team activities ▪ Delegates activities to team members and oversees them appropriately ▪ Achieve by 36 months 	<ul style="list-style-type: none"> ▪ Develops institutional and organizational strategies to improve team functions ▪ Trains physicians and educators to develop effective teams for clinical care, medical research, and quality improvement ▪ Achieve by completion +24 months 	

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20. ICS-3*

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Comments

General Comments *
