



These milestones were created locally in the summer of 2014 as an integral part of our ACGME Clinical Informatics application and their use is described in detail in the corresponding article.

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IV.A.5.d) Interpersonal and Communication Skills

Communicate effectively with patients, families, other health professionals (interprofessional team members), health related agencies and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds. (ICS CI 1, IM ICS 1)									
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5				
	<p>Does not consult patient or team for input and preferences for plan of care</p> <p>Does not engage patient or team members in shared decision-making</p> <p>Engages in nonproductive relationships with patients, caregivers or other health professionals</p>	<p>Engages patients and team members in discussions of care or project plans and respects patient and team member preferences when offered by them, but does not actively solicit preferences</p> <p>Attempts to develop therapeutic relationships with patients, caregivers and team members but is not always successful</p> <p>Defers difficult or ambiguous conversations to others when serving as a liaison among patients, families, IT professionals, administrators, and clinicians</p>	<p>Engages patients and team members in shared decision-making in uncomplicated conversations</p> <p>Requires assistance facilitating discussions in difficult or ambiguous conversations or other aspects of serving as a liaison among patients, families, IT professionals, administrators, and clinicians</p> <p>Requires guidance or assistance to engage in communication with persons of different professional backgrounds</p>	<p>Identifies and incorporates patient and/or team member preference in shared decision-making in complex patient care or project conversations</p> <p>Quickly establishes effective relationships with patients, caregivers and team members, including persons of different professional backgrounds</p> <p>Able to function independently and effectively as a liaison among patients, families, IT professionals, administrators, and clinicians</p>	<p>Role-models effective communication and development of therapeutic relationships in both routine and challenging situations</p> <p>Models cross-cultural and interprofessional communication and establishes effective relationships with persons of diverse professional backgrounds</p> <p>Assists others with effective communication and development of effective relationships with patients, families, IT professionals, administrators, and clinicians</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:									

Program Requirements Covered:

- IV.A.5.d).(1) Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
- IV.A.5.d).(2) Communicate effectively with physicians, other health professionals and health related agencies;
- IV.A.5.d).(2).(a) Fellows must demonstrate the ability to serve as a liaison among IT professionals, administrators, and clinicians.
- IV.A.5.d).(3) Work effectively as a member or leader of a health care team or other professional group;
- IV.A.5.d).(4) Act in a consultative role to other physicians and health professionals;

IV.A.5.d) Interpersonal and Communication Skills

Appropriate utilization and completion of health records. (ICS CI 2, IM ICS 2)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Provides health records that are missing significant portions of important clinical data</p> <p>Does not enter medical information and test results/interpretations into health record</p> <p>Unaware of other clinicians' performance with regard to entering complete and accurate data into the health record</p>	<p>Health records are disorganized and inaccurate</p> <p>Inconsistently enters medical information and test results/interpretations into health record</p> <p>Able to demonstrate awareness of clinicians' performance with regard to entering basic or limited data into the health record</p>	<p>Health records are organized and accurate, but are superficial and miss key data or fail to communicate clinical reasoning</p> <p>Consistently enters medical information and test results/interpretations into health records</p> <p>Able to measure clinicians' performance with regard to entering basic or limited data into the health record</p>	<p>Patient-specific health records are organized, timely, accurate, comprehensive, and effectively communicate clinical reasoning</p> <p>Provides effective and prompt medical information and test results / interpretations to physicians and patients</p> <p>Able to measure clinicians' performance with regard to entering complex and complete data into the health record</p>	<p>Role-models and teaches importance of organized, accurate, and comprehensive health records that are succinct and patient-specific</p>
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Comments:					

Program Requirements Covered:

IV.A.5.d).(5) Maintain comprehensive, timely, and legible medical records, if applicable. (note: this milestone set expanded to include ability to monitor medical records)

IV.A.5.b) Medical Knowledge

Possesses clinical informatics knowledge. (MK CI 1, IM MK 1)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	Lacks the clinical informatics, process improvement, and change management knowledge required to implement clinical systems and clinical decision support	Possesses incomplete clinical informatics, process improvement, and change management knowledge to effectively manage common informatics challenges and basic system implementations	Possesses the clinical informatics, process improvement, and change management knowledge required to effectively manage common informatics challenges and basic system implementations	Possesses the clinical informatics, process improvement, and change management knowledge required to effectively manage complex informatics challenges and system implementations	Possesses the clinical informatics, process improvement, and change management knowledge required to effectively manage uncommon, complex and ambiguous informatics challenges and system implementations
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Comments:					

Program Requirements Covered:

- IV.A.5.b).(1) Fundamental informatics vocabulary, concepts, models, and theories;
- IV.A.5.b).(4) Process improvement or change management for health care processes;

IV.A.5.b) Medical Knowledge

Knowledge and application of health care environment, information systems management skills and leadership skills. (MK CI 2)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	Unaware or uninterested in knowledge of the health care environment, information system management skills and leadership skills	Inconsistently applies knowledge of the health care environment, information system management skills and leadership skills to system implementations and other clinical informatics challenges	Consistently applies knowledge of the health care environment to system implementations and other clinical informatics challenges Needs assistance to understand how to effectively apply knowledge of information system management skills and leadership skills to system implementations and other clinical informatics challenges	Consistently applies knowledge of the health care environment, information system management skills, and leadership skills to system implementations and other clinical informatics challenges Teaches others how to effectively engage in system implementations and other clinical informatics challenges	Anticipates and addresses subtle nuances of system implementations and other clinical informatics challenges Pursues knowledge of new and emerging technologies and approaches to system implementations and other clinical informatics challenges
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Comments:					

Program Requirements Covered:

- IV.A.5.b).(2) The health care environment, to include how business processes and financial considerations, including resourcing information technology, influence health care delivery and the flow of data among the major domains of the health system;
- IV.A.5.b).(5) Information system management skills, including project management, the life cycle of information systems, the constantly evolving capabilities of IT and health care, and the technical and non-technical issues surrounding system implementation;
- IV.A.5.b).(10) Leadership in organizational change, fostering collaboration, communicating effectively, and managing large-scale projects related to clinical information systems;

IV.A.5.b) Medical Knowledge

Impact of information systems and processes on decision making, risk management, safety and quality. (MK CI 3)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	Unaware or uninterested in the impact of information systems and processes on decision making, risk management, safety and quality of care	Inconsistently applies knowledge of the impact of information systems and processes on the decision making and actions of health care team members Aware of basic concepts regarding clinical decision support but unable to positively impact safety, quality of care, and risk management	Consistently applies knowledge of the impact of information systems and processes on the decision making and actions of health care team members Effectively engages in the implementation of clinical decision support in a limited fashion Able to articulate the impact to safety, quality of care, and risk management	Applies knowledge of the impact of information systems and processes on the decision making and actions of health care team members to produce consistently positive results Engages in the implementation of clinical decision support in a robust and effective fashion Demonstrates the ability to impact safety, quality of care, and risk management	Teaches others about key aspects of the impact of information systems and processes on the decision making and actions of health care team members Prospectively pursues knowledge of new and emerging technologies and approaches to clinical decision support, safety, quality of care, and risk management
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Comments:					

Program Requirements Covered:

- IV.A.5.b).(3) How information systems and processes enhance or compromise the decision making and actions of health care team members;
- IV.A.5.b).(8) Clinical decision design, support, use, and implementation;
- IV.A.5.b).(11) Risk management and mitigation related to patient safety and privacy.

IV.A.5.b) Medical Knowledge

Clinical information systems impact, adoption and improvement. (MK CI 4)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	Unaware or uninterested in the impact of clinical information systems on users and patients, system evaluation, and promotion of clinician adoption of systems	Inconsistently applies knowledge of the impact of clinical information systems on users and patients, system evaluation, and promotion of clinician adoption of systems	Consistently applies knowledge of the impact of clinical information systems on users and patients and system evaluation Effectively engages in simple strategies to support clinician users and promote clinician adoption of systems	Applies knowledge of the impact of clinical information systems on users and patients and system evaluation to produce consistently positive results Engages in robust and / or complex strategies to support clinician users and promote clinician adoption of systems	Teaches others about key aspects of the impact of information systems on users and patients and system evaluation Prospectively pursues knowledge of new and emerging technologies and approaches to support clinician users and promote clinician adoption of systems
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Comments:					

Program Requirements Covered:

- IV.A.5.b).(6) The impact of clinical information systems on users and patients;
- IV.A.5.b).(7) Strategies to support clinician users and promote clinician adoption of systems;
- IV.A.5.b).(9) Evaluation of information systems to provide feedback for system improvement;

IV.A.5.c) Practice-based Learning and Improvement

Monitors practice with a goal for improvement. (PBLI CI 1, IM PBLI 1)

Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Unwilling to self-reflect upon one’s practice or performance</p> <p>Not concerned with opportunities for learning and self-improvement</p> <p>Rarely solicits feedback and actively resists feedback from others</p>	<p>Unable to self-reflect upon practice or performance</p> <p>Misses opportunities for learning and self-improvement</p> <p>Temporarily or superficially adjusts performance based on feedback</p> <p>Responds to unsolicited feedback in a defensive fashion</p>	<p>Inconsistently self-reflects upon practice or performance, and inconsistently acts upon those reflections</p> <p>Inconsistently acts upon opportunities for learning and self-improvement</p> <p>Is open to unsolicited feedback and solicits feedback only from supervisors and inconsistently incorporates feedback</p>	<p>Regularly self-reflects upon one’s practice or performance, and consistently acts upon those reflections to improve practice</p> <p>Recognizes sub-optimal practice or performance as an opportunity for learning and self-improvement</p> <p>Welcomes unsolicited feedback and solicits feedback from all members of the interprofessional team and patients</p>	<p>Regularly seeks external validation regarding self-reflection to maximize practice improvement</p> <p>Anticipates future challenges and proactively and independently engages in self-improvement efforts</p> <p>Performance continuously reflects incorporation of solicited and unsolicited feedback</p>
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<p>Comments:</p>					

Program Requirements Covered:

- IV.A.5.c).(1) Identify strengths, deficiencies, and limits in one’s knowledge and expertise;
- IV.A.5.c).(2) Set learning and improvement goals;
- IV.A.5.c).(3) Identify and perform appropriate learning activities;
- IV.A.5.c).(5) Incorporate formative evaluation feedback into daily practice

IV.A.5.c) Practice-based Learning and Improvement

Learns and improves via performance audit. (PBLI CI 2, IM PBLI 2)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Disregards own clinical performance data</p> <p>Does not participate in or consider the results of quality-improvement efforts</p> <p>Not familiar with the principles, techniques, or importance of quality improvement</p>	<p>Limited ability to analyze own clinical performance data</p> <p>Nominally engaged in opportunities to achieve focused education and performance improvement</p>	<p>Analyzes own clinical performance gaps and identifies opportunities for improvement</p> <p>Participates in opportunities to achieve focused education and performance improvement</p> <p>Understands common principles and techniques of quality improvement and appreciates the responsibility to assess and improve care for a panel of patients</p>	<p>Analyzes own clinical performance data and actively works to improve performance</p> <p>Actively engages in opportunities to achieve focused education and performance improvement</p> <p>Demonstrates the ability to apply common principles and techniques of quality improvement to improve care for a panel of patients</p>	<p>Actively monitors clinical performance through various data sources</p> <p>Able to lead projects aimed at education and performance improvement</p> <p>Utilizes common principles and techniques of quality improvement to continuously improve care for a panel of patients</p>
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Comments:					

Program Requirements Covered:

IV.A.5.c).(4) Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;

IV.A.5.c) Practice-based Learning and Improvement

Learns and improves at the point of care. (PBLI CI 3, IM PBLI 3)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Fails to acknowledge uncertainty and reverts to a reflexive patterned response even when inaccurate</p> <p>Fails to seek or apply evidence when necessary</p> <p>Lacks interest in the education of patients, families, students, fellows and other health professionals</p>	<p>Rarely reconsiders an approach to a problem, asks for help, or seeks new information</p> <p>Can translate medical information needs into well-formed clinical questions with assistance</p> <p>Unfamiliar with strengths and weaknesses of the medical literature</p> <p>Has limited awareness of, or ability to use, information technology or decision support tools and guidelines</p> <p>Has limited ability to educate patients, families, students, fellows and other health professionals</p>	<p>Inconsistently reconsiders an approach to a problem, asks for help, or seeks new information</p> <p>Can translate medical information needs into well-formed clinical questions independently</p> <p>Aware of the strengths and weaknesses of medical information resources, but utilizes information technology without sophistication</p> <p>With assistance, appraises clinical research reports based on accepted criteria</p> <p>With assistance can educate patients, families, students, fellows and other health professionals</p>	<p>Routinely reconsiders an approach to a problem, asks for help, or seeks new information</p> <p>Routinely translates new medical information needs into well-formed clinical questions</p> <p>Efficiently searches medical information resources, including decision support tools and guidelines</p> <p>Independently appraises clinical research reports and informatics tools based on accepted criteria</p> <p>Consistently capable in the education of patients, families, students, fellows and other health professionals</p>	<p>Role-models how to appraise clinical research reports and informatics tools based on accepted criteria</p> <p>Has a systematic approach to track and pursue emerging clinical and clinical informatics questions</p> <p>Provides faculty development sessions and education for others on how to educate of patients, families, students, fellows and other health professionals</p>
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Comments:					

Program Requirements Covered:

IV.A.5.c).(6) Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems;

IV.A.5.c).(7) Use information technology to optimize learning;

IV.A.5.c).(8) Participate in the education of patients, families, students, fellows and other health professionals.

IV.A.5.a) Patient Care and Procedural Skills

Gather and synthesize essential and accurate information to define clinical informatics problem(s). (PC CI 1, IM PC 1)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Does not or is inconsistently able to collect accurate data regarding user needs</p> <p>Does not perform or use an appropriately thorough method to analyze patient care workflow and processes</p> <p>Relies exclusively on documentation of others to identify information system features that will support improved quality, efficiency, effectiveness, and safety of clinical services</p>	<p>Consistently acquires accurate and relevant data regarding user needs</p> <p>Consistently performs analysis of patient care workflow and processes</p> <p>Inconsistently recognizes and / or inadequately prioritizes key information system features that will support improved quality, efficiency, effectiveness, and safety of clinical services</p>	<p>Acquires accurate relevant data regarding user needs in an efficient, prioritized, fashion</p> <p>Consistently performs accurate and appropriately thorough analysis of patient care workflow and processes that are targeted to user needs</p> <p>Uses and synthesizes collected data to define a user's central problem(s) to generate a prioritized approach to improved quality, efficiency, effectiveness, and safety of clinical services</p>	<p>Obtains relevant data and subtleties regarding user needs including sensitive information that informs the approach to the issues</p> <p>Efficiently utilizes all sources of secondary data to inform the analysis of patient care workflow and processes</p> <p>Effectively and efficiently uses data collection methods to minimize the burden on users during system improvement cycles</p>	<p>Role-models and teaches an effective approach to defining user needs, analyzing workflows and processes and an efficient approach to implementing systems which improve quality, efficiency, effectiveness, and safety of clinical services</p>
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Comments:					

Program Requirements Covered:

IV.A.5.a).(1).(e) Must demonstrate competence in the analysis of patient care workflow and processes to identify information system features that will support improved quality, efficiency, effectiveness, and safety of clinical services;

IV.A.5.a).(1).(f) Must demonstrate competence in the assessment of user needs for a clinical information or telecommunication system or application;

IV.A.5.a) Patient Care and Procedural Skills

Develop and achieve comprehensive management plan for clinical informatics problem(s). (PC CI 2, IM PC 2)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Proposed solutions are consistently inappropriate, inaccurate or incomplete</p> <p>Does not utilize informatics principles and tools to improve patient assessment, interdisciplinary care planning, management, coordination, and follow-up of patients</p> <p>Lacks understanding of informatics concepts, methods, and health IT to develop, implement, and refine clinical decision support systems</p>	<p>Inconsistently applies informatics principles and tools</p> <p>Inconsistently utilizes informatics principles and tools to improve patient assessment, interdisciplinary care planning, management, coordination, and follow-up of patients</p> <p>Inconsistently seeks additional guidance when needed to apply informatics concepts, methods, and health IT to develop, implement, and refine clinical decision support systems</p>	<p>Consistently develops appropriate approach based on informatics principles and tools</p> <p>Recognizes situations requiring informatics principles and tools to improve patient assessment, interdisciplinary care planning, management, coordination, and follow-up of patients</p> <p>Appropriately seeks additional guidance and / or consultation as appropriate to apply informatics concepts, methods, and health IT to develop, implement, and refine clinical decision support systems</p>	<p>Appropriately modifies approach based on user needs, informatics principles and tools</p> <p>Recognizes situations that deviate from common patterns and require complex decision-making, incorporating uncertainty</p> <p>Manages complex “acute” and “chronic” situations involving informatics implementations and ongoing changes to implementations, processes and procedures.</p>	<p>Role-models and teaches approaches to complex clinical informatics problems</p> <p>Develops customized, prioritized plans for the most complex clinical informatics problems, incorporating uncertainty and cost-effectiveness principles</p>
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Comments:					

Program Requirements Covered:

- IV.A.5.a).(1).(a).(i) Incorporate informatics principles across the dimensions of health care including, health promotion, disease prevention, diagnosis, and treatment of individuals and their families across the lifespan;
- IV.A.5.a).(1).(a).(ii) Use informatics tools to improve assessment, interdisciplinary care planning, management, coordination, and follow-up of patients;
- IV.A.5.a).(1).(g) Must combine an understanding of informatics concepts, methods, and health IT to develop, implement, and refine clinical decision support systems;

IV.A.5.a) Patient Care and Procedural Skills

Manage clinical informatics systems and processes with progressive responsibility and independence. (PC CI 3, IM PC 3)										
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5					
	Unaware of the appropriate use of informatics tools to facilitate the coordination and documentation of patient care and promote confidentiality and security of patient data Fails to engage in changes needed to optimize health system operational effectiveness	Requires direct supervision to manage basic aspects informatics tools to facilitate the coordination and documentation of patient care and promote confidentiality and security of patient data Inconsistently manages changes needed to optimize health system operational effectiveness	Is able to independently manage basic aspects informatics tools to facilitate the coordination and documentation patient care and promote confidentiality and security of patient data Consistently and appropriately manages changes needed to optimize health system operational effectiveness	Capably manages complex aspects of informatics tools to facilitate the coordination and documentation of patient care and to promote confidentiality and security of patient data Effectively supervises the management decisions of the team regarding changes needed to optimize health system operational effectiveness	Effectively manages unusual, rare, or complex issues which arise with clinical informatics tools, systems, and processes Demonstrates expertise to teach and supervise others in approaching clinical informatics tools, systems, and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:										

Program Requirements Covered:

- IV.A.5.a).(1).(a).(iii) Use informatics tools, such as electronic health records or personal health records, to facilitate the coordination and documentation of key events in patient care, such as family communication, consultation around goals of care, immunizations, advance directive completion, and involvement of multiple team members as appropriate; and,
- IV.A.5.a).(1).(a).(iv) Use informatics tools to promote confidentiality and security of patient data.
- IV.A.5.a).(1).(d) Must demonstrate competence in the identification of changes needed in organizational processes and clinician practices to optimize health system operational effectiveness;

IV.A.5.a) Patient Care and Procedural Skills

Skill in the fundamentals of clinical informatics projects, processes and implementations. (PC CI 4, IM PC 4)										
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5					
	<p>Unaware of the importance of technical skills in programming, database design, and user interface design</p> <p>Unable to manage projects without sufficient technical skill or supervision</p> <p>Unable to evaluate the impact of information system implementation and use on patient care and users</p>	<p>Recognizes the importance of technical skills in programming, database design, and user interface design but lacks the basic skills to do so</p> <p>Able to assist in basic project management and software engineering with supervision</p> <p>Recognizes the need to evaluate the impact of information system implementation and use on patient care and users but unable to do so without direct supervision</p>	<p>Possesses basic technical skill for the completion and communication regarding simple programming, database design, and user interface design</p> <p>Able to demonstrate competence in basic project management and software engineering without supervision</p> <p>Able to evaluate the impact of information system implementation and use on patient care and users in simple situations without direct supervision</p>	<p>Demonstrates full technical skills in fundamental programming, database design, and user interface design</p> <p>Independently demonstrates competence in complex project management and software engineering related to the development and management of IT projects</p> <p>Demonstrates the ability to independently evaluate the impact of information system implementation and use on patient care and users in complex situations</p>	<p>Teaches technical skills in fundamental programming, database design, and user interface design</p> <p>Supervises others in the aspects of project management, software engineering and the evaluating the impact of information system implementation and use on patient care and users</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Program Requirements Covered:

IV.A.5.a).(1).(b) Must demonstrate skill in fundamental programming, database design, and user interface design;

IV.A.5.a).(1).(c) Must demonstrate competence in project management and software engineering related to the development and management of IT projects that are pertinent to patient care;

IV.A.5.a).(1).(h) Must evaluate the impact of information system implementation and use on patient care and users.

IV.A.5.e) Professionalism

Is sensitive to the impact of information systems on the individual, systems, organizations, and society at-large. (PRO CI 1)									
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5				
	<p>Insensitive to the impact of information systems on individuals, systems, organizations and society-at-large including privacy and security issues</p> <p>Unaware and / or careless with regard to preventing security breaches personally and systemically</p> <p>Disregards the impact of information system changes on privacy, security, practice patterns and on physician-patient relations, and physician work-life balance</p>	<p>Aware that there are impacts of information systems on individuals, systems, organizations and society-at-large including privacy and security issues</p> <p>Is able to consistently follow existing guidelines for the prevention of security breaches</p> <p>Has a basic understanding of the impact of information system changes on privacy, security, practice patterns, physician-patient relations, and physician work-life balance</p>	<p>Demonstrates the ability to assess the impact of information systems on individuals, systems, organizations and society-at-large including privacy and security issues</p> <p>Consistently attempts to address the impact of information system changes on privacy, security, practice patterns, physician-patient relations, and physician work-life balance</p>	<p>Demonstrates the ability to proactively address the impact of information systems on individuals, systems, organizations and society-at-large including privacy and security issues</p> <p>Regularly reflects on the impact of information system changes on privacy, security, practice patterns, physician-patient relations, and physician work-life balance</p>	<p>Provides leadership in proactively addressing risks for security breaches, formulates guidelines and implements effective measures to reduce security risks</p> <p>Role models positive ways to react to information system changes resulting in improved privacy, security, physician-patient relations and physician work-life balance</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:									

Program Requirements Covered:

IV.A.5.e).(4) Accountability to patients, society and the profession;

IV.A.5.e).(4).(a) Fellows must demonstrate the ability to recognize the causes and prevention of security breaches and their consequences to the individual, the system, the organization, and society at-large.

IV.A.5.e).(6) Sensitivity to the impact information system changes have on practice patterns, and on physician-patient relations and physician work-life balance.

IV.A.5.e) Professionalism

Responds to unique characteristics and needs of each patient or system user. (PRO CI 3, IM PROF1, IM PROF 3)					
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Lacks respect in interactions with system users and patients</p> <p>Is insensitive to differences related to personal characteristics and needs of system users and patients</p> <p>Is unwilling to modify care plan to account for unique characteristics and needs of system users and patients</p>	<p>Inconsistently demonstrates empathy, integrity, compassion, and respect for system users and patients</p> <p>Is sensitive to and has basic awareness of differences related to personal characteristics and needs in encounters with system users and patients</p> <p>Requires assistance to modify care plan to account for unique characteristics and needs of system users and patients</p>	<p>Consistently respectful in interactions with system users and patients even in challenging situations</p> <p>Seeks to fully understand personal characteristics and needs of each system user and patient</p> <p>Modifies care plan to account for unique characteristics and needs system users and patients with partial success</p>	<p>Demonstrates empathy, integrity, compassion, and respect to system users and patients in all situations</p> <p>Recognizes and accounts for the personal characteristics and needs of each system user or patient</p> <p>Appropriately modifies care plan to account for unique characteristics and needs of system user and patient</p> <p>Demonstrates a responsiveness to user and patient needs that supersedes self-interest</p>	<p>Role-models integrity, compassion, empathy, and respect for system users and patients</p> <p>Role-models professional interactions to navigate and negotiate differences related to unique characteristics or needs of system users and patients</p>
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Program Requirements Covered:

- IV.A.5.e).(1) Compassion, integrity, and respect for others;
- IV.A.5.e).(2) Responsiveness to patient needs that supersedes self-interest;
- IV.A.5.e).(3) Respect for patient privacy and autonomy;
- IV.A.5.e).(5) Sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation;

IV.A.5.f) Systems-based Practice

Work effectively within an interprofessional team (e.g., with peers, consultants, nursing, ancillary professionals, and other support personnel). (SBP CI 1, IM SBP1)

Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Refuses to recognize the contributions of other interprofessional team members</p> <p>Frustrates team members with inefficiency and errors</p> <p>Frequently requires reminders from team to complete physician responsibilities (e.g., talk to family, enter orders)</p>	<p>Identifies roles of other team members to enhance patient safety and improve patient care quality, but does not recognize how / when to utilize them as resources</p> <p>Participates in team discussions when required, but does not actively seek input from other team members</p>	<p>Understands the roles and responsibilities of all team members to enhance patient safety and improve patient care quality, but uses them ineffectively</p> <p>Actively engages in team meetings and collaborative decision-making</p>	<p>Understands the roles and responsibilities of, and effectively partners with, all members of the team to enhance patient safety and improve patient care quality</p> <p>Efficiently coordinates activities of other team members to optimize care</p>	<p>Develops, trains, and inspires the team regarding unexpected events or new patient management strategies to enhance patient safety and improve patient care quality</p> <p>Viewed by other team members as a leader in the delivery of high-quality care</p>

Comments:

Program Requirements Covered:

- IV.A.5.f).(2) Coordinate patient care within the health care system relevant to their clinical specialty;
- IV.A.5.f).(5) Work in interprofessional teams to enhance patient safety and improve patient care quality;

IV.A.5.f) Systems-based Practice

Recognizes system error and advocates for system improvement. (SBP CI 2, IM SBP2)									
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5				
	<p>Unaware of risks for error within the system that may affect the care of a patient</p> <p>Ignores feedback and is unwilling to change behavior in order to reduce the risk for error</p>	<p>Does not recognize the potential for system error or system improvement based on data queries and analysis</p> <p>Makes decisions that could lead to errors that are otherwise corrected by the system or supervision</p> <p>Resistant to feedback about decisions that may lead to error, privacy issues or otherwise cause harm</p>	<p>Recognizes the potential for patient care workflow, data query and analysis, processes unintended consequences and other system errors</p> <p>Identifies obvious or critical causes of error or privacy issues and notifies supervisor accordingly</p> <p>Recognizes the potential risk for error in the immediate system and takes necessary steps to mitigate that risk</p> <p>Willing to receive feedback about decisions that may lead to error or otherwise cause harm</p>	<p>Identifies systemic causes of medical error (including unintended consequences, workflow or process errors) and navigates them to provide safe patient care</p> <p>Advocates for safe patient care, privacy and optimal patient care systems founded on data queries and analysis</p> <p>Activates formal system resources to investigate and mitigate real or potential medical error</p> <p>Reflects upon and learns from own critical incidents that may lead to medical error</p>	<p>Advocates for system leadership to formally engage in patient care workflow, process redesign, quality assurance, quality improvement activities based on sound data query and analysis</p> <p>Viewed as a leader in identifying and advocating for the prevention of medical error, privacy issues and unintended consequences</p> <p>Teaches others regarding the importance of recognizing and mitigating system error</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:									

Program Requirements Covered:

- IV.A.5.f).(4) advocate for quality patient care and optimal patient care systems;
- IV.A.5.f).(6) participate in identifying system errors and implementing potential systems solutions;
- IV.A.5.f).(6).(a) Each fellow must demonstrate the ability to recognize one’s own role and the role of systems in prevention and disclosure of medical error.
- IV.A.5.f).(7) identify, evaluate, and implement systems improvement based on clinical practice or patient and family satisfaction data in personal practice, in team practice, and within institutional settings;
- IV.A.5.f).(10) analyze patient care workflow and processes;
- IV.A.5.f).(11) identify information system features that will support improved quality, efficiency, effectiveness, and safety of clinical services;
- IV.A.5.f).(12) identify potential unintended consequences of new system and process implementation, as well as changes to existing systems and processes;
- IV.A.5.f).(13) demonstrate awareness of issues related to patient privacy; and,
- IV.A.5.f).(14) query and analyze data repositories / warehouses.

IV.A.5.f) Systems-based Practice

Identifies forces that impact the cost of health care, and advocates for and practices cost-effective care. (SBP CI 3, IM SBP3)										
Not Yet Assessable	Level 1	Level 2	Level 3	Level 4	Level 5					
	<p>Ignores cost issues in the provision of care</p> <p>Unaware of barriers to cost-effective care</p>	<p>Lacks awareness of business strategies on health information technology and external factors that impact the cost of health care, and the role that external stakeholders have on the cost of care</p> <p>Does not consider limited health care resources when planning care for patient populations</p>	<p>Recognizes that external factors influence a patient's utilization of health care and may act as barriers to cost-effective care</p> <p>Possesses an incomplete understanding of cost-awareness principles for a population of patients</p> <p>Appreciates the importance of impact of business strategies on health information technology</p>	<p>Consistently works to address patient-specific barriers to cost-effective care</p> <p>Advocates for and implements cost-conscious utilization of resources such as emergency department visits and hospital readmissions</p> <p>Incorporates cost-awareness principles into standard clinical judgments and decision-making</p> <p>Identifies opportunities to engage in health information technologies based on sound business strategies</p>	<p>Teaches patients and health care team members to recognize and address common barriers to cost-effective care and appropriate utilization of resources</p> <p>Leads health information technology initiatives and the implementation of care delivery models designed to overcome or mitigate barriers to cost-effective, high-quality care</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:										

Program Requirements Covered:

- IV.A.5.f).(3) Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
- IV.A.5.f).(8) Demonstrate knowledge of the various settings and related structures for organizing, regulating, and financing care for patients;
- IV.A.5.f).(9) Analyze the impact of business strategies on health information technology;