



**Ohio State University
Internal Medicine - Pulmonary Diseases/Critical Care**

Subject:
Evaluator:
Site:
Period:
Dates of Rotation:
Rotation: SICU
Form: Fellow - Milestones

Please complete the following evaluation utilizing the guideline below:

- Most F1s will start at Level 2 & progress to Level 3 on most measures by the end of the year
- Most F2s and F3s will start at Level 3 & progress to Level 4 on most measures by the end of fellowship
- Any evaluation outside of this typical range requires documentation in the comments section

Gathers and synthesizes essential and accurate information to define each patient's clinical problem(s). (PC1) (Question 1 of 8 - Mandatory)

	Level 1	Level 2	Level 3	Level 4	Level 5				
• Not Yet Assessable	<ul style="list-style-type: none"> • Critical Deficiencies Does not perform or use an appropriately thorough physical exam, or misses key physical exam findings Relies exclusively on documentation of others to generate own database or differential diagnosis or is overly reliant on secondary data Fails to recognize potentially life threatening problems 	<ul style="list-style-type: none"> • Requires Direct Supervision Consistently acquires accurate and relevant histories Consistently performs accurate and appropriately thorough physical exams Inconsistently recognizes patient's central clinical problem or develops limited differential diagnoses 	<ul style="list-style-type: none"> • Requires Indirect Supervision Acquires accurate histories in an efficient, prioritized, and hypothesis-driven fashion Performs accurate physical exams that are targeted to the patient's problems Uses and synthesizes collected data to define a patient's central clinical problem(s) to generate a prioritized differential diagnosis and problem list 	<ul style="list-style-type: none"> • Ready for Unsupervised Practice Obtains relevant historical subtleties, including sensitive information that informs the differential diagnosis Identifies subtle or unusual physical exam findings Efficiently utilizes all sources of secondary data to inform differential diagnosis Effectively uses history and physical examination skills to minimize the need for further diagnostic testing 	<ul style="list-style-type: none"> • Aspirational Role-models and teaches the effective use of history and physical examination skills to minimize the need for further diagnostic testing 				
0	1	1.5	2	2.5	3	3.5	4	4.5	5

Develops and achieves comprehensive management plan for each patient. (PC2) (Question 2 of 8 - Mandatory)

	Level 1	Level 2	Level 3	Level 4	Level 5				
• Not Yet Assessable	<ul style="list-style-type: none"> • Critical Deficiencies Care plans are consistently inappropriate or inaccurate Does not react to situations that require urgent or emergency care Does not seek additional guidance when needed 	<ul style="list-style-type: none"> • Requires Direct Supervision Inconsistently develops an appropriate care plan Inconsistently seeks additional guidance when needed 	<ul style="list-style-type: none"> • Requires Indirect Supervision Consistently develops appropriate care plans Recognizes situations requiring urgent or emergency care Seeks additional guidance and/or consultation as appropriate 	<ul style="list-style-type: none"> • Ready for Unsupervised Practice Appropriately modifies care plans based on patient's clinical course, additional data, patient preferences, and cost-effectiveness principles Recognizes disease presentations that deviate from common patterns and require complex decision-making, incorporating diagnostic uncertainty Manages complex acute and chronic conditions 	<ul style="list-style-type: none"> • Aspirational Role-models and teaches complex and patient-centered care Develops customized, prioritized care plans for the most complex patients, incorporating diagnostic uncertainty and cost-effectiveness principles 				
0	1	1.5	2	2.5	3	3.5	4	4.5	5

Demonstrates skill in performing and interpreting invasive procedures. (PC4a) (Question 3 of 8 - Mandatory)

	Level 1	Level 2	Level 3	Level 4	Level 5
• Not Yet Assessable	<ul style="list-style-type: none"> • Critical Deficiencies 	<ul style="list-style-type: none"> • Requires Direct Supervision 	<ul style="list-style-type: none"> • Requires Indirect Supervision 	<ul style="list-style-type: none"> • Ready for Unsupervised Practice 	<ul style="list-style-type: none"> • Aspirational

Attempts to perform invasive procedures without sufficient technical skill or supervision	Possesses insufficient technical skills for safe completion of common invasive procedures with appropriate supervision	Possesses basic technical skill for the completion and interpretation of some common invasive procedures with appropriate supervision	Consistently demonstrates technical skill to successfully and safely perform and interpret invasive procedures	Demonstrates skills to independently perform and interpret complex invasive procedures that are anticipated for future practice					
Fails to recognize cases in which invasive procedures are unwarranted or unsafe	Inattentive to patient safety and comfort when performing invasive procedures	Inconsistently manages patient safety and comfort when performing invasive procedures	Maximizes patient comfort and safety when performing invasive procedures	Demonstrates expertise to teach and supervise others in the performance of invasive procedures					
Does not recognize the need to discuss procedure indications, processes, or potential risks with patients	Applies the ethical principles of informed consent	Inconsistently recognizes appropriate patients, indications, and associated risks in the performance of invasive procedures	Consistently recognizes appropriate patients, indications, and associated risks in the performance of invasive procedures						
Fails to engage the patient in the informed consent process, and/or does not effectively describe risks and benefits of procedures	Recognizes the need to obtain informed consent for procedures, but ineffectively obtains it	Obtains and documents informed consent	Effectively obtains and documents informed consent in challenging circumstances (e.g., language or cultural barriers)						
0	1	1.5	2	2.5	3	3.5	4	4.5	5

Possesses clinical knowledge. (MK1) (Question 4 of 8 - Mandatory)

	Level 1	Level 2	Level 3	Level 4	Level 5				
• Not Yet Assessable	<ul style="list-style-type: none"> • Critical Deficiencies Lacks the scientific, socioeconomic, or behavioral knowledge required to provide patient care 	<ul style="list-style-type: none"> • Requires Direct Supervision Possesses insufficient scientific, socioeconomic, and behavioral knowledge required to provide care for common medical conditions 	<ul style="list-style-type: none"> • Requires Indirect Supervision Possesses the scientific, socioeconomic, and behavioral knowledge required to provide care for common medical conditions 	<ul style="list-style-type: none"> • Ready for Unsupervised Practice Possesses the scientific, socioeconomic, and behavioral knowledge required to provide care for complex medical conditions 	<ul style="list-style-type: none"> • Aspirational Possesses the scientific, socioeconomic, and behavioral knowledge required to successfully diagnose and treat medically uncommon, ambiguous, and complex conditions 				
0	1	1.5	2	2.5	3	3.5	4	4.5	5

Knowledge of diagnostic testing and procedures. (MK2) (Question 5 of 8 - Mandatory)

	Level 1	Level 2	Level 3	Level 4	Level 5				
• Not Yet Assessable	<ul style="list-style-type: none"> • Critical Deficiencies Lacks foundational knowledge to apply diagnostic testing and procedures to patient care 	<ul style="list-style-type: none"> • Requires Direct Supervision Inconsistently interprets basic diagnostic tests accurately Does not understand the concepts of pre-test probability and test performance characteristics Minimally understands the rationale and risks associated with common procedures 	<ul style="list-style-type: none"> • Requires Indirect Supervision Consistently interprets basic diagnostic tests accurately Needs assistance to understand the concepts of pre-test probability and test performance characteristics Fully understands the rationale and risks associated with common procedures 	<ul style="list-style-type: none"> • Ready for Unsupervised Practice Interprets complex diagnostic tests accurately while accounting for limitations and biases Knows the indications for, and limitations of, diagnostic testing and procedures Understands the concepts of pre-test probability and test performance characteristics Teaches the rationale and risks associated with common procedures and anticipates potential complications of procedures 	<ul style="list-style-type: none"> • Aspirational Anticipates and accounts for subtle nuances of interpreting diagnostic tests and procedures Pursues knowledge of new and emerging diagnostic tests and procedures 				
0	1	1.5	2	2.5	3	3.5	4	4.5	5

Works effectively within an interprofessional team (e.g., with peers, consultants, nursing, ancillary professionals, and other support personnel). (SBP1) (Question 6 of 8 - Mandatory)

	Level 1	Level 2	Level 3	Level 4	Level 5
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<ul style="list-style-type: none"> • Not Yet Assessable 	<ul style="list-style-type: none"> • Critical Deficiencies Refuses to recognize the contributions of other interprofessional team members Frustrates team members with inefficiency and errors Frequently requires reminders from team to complete physician responsibilities (e.g., talk to family, enter orders) 	<ul style="list-style-type: none"> • Requires Direct Supervision Identifies roles of other team members, but does not recognize how/when to utilize them as resources Participate in team discussions when required, but does not actively seek input from other team members 	<ul style="list-style-type: none"> • Requires Indirect Supervision Understands the roles and responsibilities of all team members, but uses them ineffectively Actively engages in team meetings and collaborative decision-making 	<ul style="list-style-type: none"> • Ready for Unsupervised Practice Understands the roles and responsibilities of, and effectively partners with, all members of the team Efficiently coordinates activities of other team members to optimize care 	<ul style="list-style-type: none"> • Aspirational Develops, trains, and inspires the team regarding unexpected events or new patient management strategies View by other teams members as a leader in the delivery of high-quality care 				
0	1	1.5	2	2.5	3	3.5	4	4.5	5

Has professional and respectful interactions with patients, caregivers, and members of the interprofessional team (e.g., peers, consultants, nursing, ancillary professionals, and support personnel). (PROF1) (Question 7 of 8 - Mandatory)

	Level 1	Level 2	Level 3	Level 4	Level 5				
<ul style="list-style-type: none"> • Not Yet Assessable 	<ul style="list-style-type: none"> • Critical Deficiencies Disrespectful in interactions with patients, caregivers, and members of the interprofessional team Sacrifices patient needs in favor of self-interest Does not demonstrate empathy, compassion, and respect for patients and caregivers Does not demonstrate responsiveness to patients' and caregivers' needs in an appropriate fashion Does not consider patient privacy and autonomy 	<ul style="list-style-type: none"> • Requires Direct Supervision Inconsistently demonstrates empathy, compassion, and respect for patients and caregivers Inconsistently demonstrates responsiveness to patients' and caregivers' needs in an appropriate fashion Inconsistently considers patient privacy and autonomy 	<ul style="list-style-type: none"> • Requires Indirect Supervision Consistently respectful in interactions with patients, caregivers, and members of the interprofessional team, even in challenging situations Is available and responsive to needs and concerns of patients, caregivers, and members of the interprofessional team to ensure safe and effective patient care Emphasizes patient privacy and autonomy in all interactions 	<ul style="list-style-type: none"> • Ready for Unsupervised Practice Demonstrates empathy, compassion, and respect to patients and caregivers in all situations Anticipates, advocates for, and actively works to meet the needs of patients and caregivers Demonstrates a responsiveness to patient needs that supersedes self-interest Positively acknowledges input of members of the interprofessional team and incorporates that input into plan of care, as appropriate 	<ul style="list-style-type: none"> • Aspirational Role-models compassion, empathy, and respect for patients and caregivers Role-models appropriate anticipation and advocacy for patient and caregiver needs Fosters collegiality that promotes a high-functioning interprofessional team Teaches others regarding maintaining patient privacy and respecting patient autonomy 				
0	1	1.5	2	2.5	3	3.5	4	4.5	5

Communicates effectively in interprofessional teams (e.g., with peers, consultants, nursing, ancillary professionals, and other support personnel). (ICS2) (Question 8 of 8 - Mandatory)

	Level 1	Level 2	Level 3	Level 4	Level 5				
<ul style="list-style-type: none"> • Not Yet Assessable 	<ul style="list-style-type: none"> • Critical Deficiencies Utilizes communication strategies that hamper collaboration and teamwork Verbal and/or non-verbal behaviors disrupt effective collaboration with team members 	<ul style="list-style-type: none"> • Requires Direct Supervision Uses unidirectional communication that fails to utilize the wisdom of team members Resists offers of collaborative input 	<ul style="list-style-type: none"> • Requires Indirect Supervision Inconsistently engages in collaborative communication with appropriate members of the team Inconsistently employs verbal, non-verbal, and written communication strategies that facilitate collaborative care 	<ul style="list-style-type: none"> • Ready for Unsupervised Practice Consistently and actively engages in collaborative communication with all members of the team Verbal, non-verbal, and written communication consistently acts to facilitate collaboration with team members to enhance patient care 	<ul style="list-style-type: none"> • Aspirational Role models and teaches collaborative communication with the team to enhance patient care, even in challenging settings and with conflicting team member opinions 				
0	1	1.5	2	2.5	3	3.5	4	4.5	5