

The Cytopathology Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education

and

The American Board of Pathology



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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.

Cytopathology 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 each 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. These levels do not correspond with post-graduate year of education.

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

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

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

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

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

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

Additional Notes

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

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

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to the ACGME supervision guidelines, as well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

Answers to Frequently Asked Questions about 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 those milestones.

PC1 — Patient safety: Demonstrates attitudes, knowledge and practices that contribute to patient safety; recognition of errors and discrepancies				
Level 1	Level 2	Level 3	Level 4	Level 5
Patient safety: Demonstrates attitudes, knowledge, and practices that contribute to patient safety; recognition of errors and discrepancies Reflects upon errors	Consistently checks identity and integrity of specimen; independently obtains clinical information when needed; incorporates information from other resources such as laboratory information system (LIS), electronic medical record (EMR) and radiology; understands lab policies and procedures Actively documents and communicates system errors and the process of corrective action to appropriate faculty and staff	Trouble-shoots pre-analytic and post-analytic problems, including deviations from policies (waivers) with minimal supervision Involved in Quality Improvement (QI) projects that address identified system errors	Proficient in all aspects of cytology/histology correlation and quality measures related to patient safety, recognition of errors and discrepancies Demonstrates competence by participating in identifying system errors and implementing potential systems solutions	Models Patient Safety practices; able to write and implement policies on Patient Safety; completes maintenance of certification (MOC) patient safety module Teaches and leads in identifying system errors and implementing potential systems solutions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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).

PC1 — Patient safety: Demonstrates attitudes, knowledge, and practices that contribute to patient safety; recognition of errors and discrepancies				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates attitudes, knowledge, and practices that contribute to patient safety and the recognition of errors and discrepancies; consistently checks identity and integrity of specimens; understands lab policies and procedures	Independently obtains clinical information when needed; incorporates information from other resources such as laboratory information system (LIS), electronic medical record (EMR) and radiology	Trouble-shoots pre-analytic and post-analytic problems, including deviations from policies (waivers), with minimal supervision	Demonstrates proficiency in all aspects of cytology/histology correlation and quality measures related to patient safety, recognition of errors, and discrepancies	Models patient safety practices; writes and implements policies on patient safety; completes maintenance of certification (MOC) patient safety module
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, Simulation, Portfolio, checklist, Case Logs, 360° evaluation

PC2 — Procedure: Performing fine needle aspiration biopsies: Demonstrates attitudes, knowledge, and practices that enable proficient history taking, physical examination, and fine needle aspiration (analysis and appraisal, synthesis, assembly and reporting of findings)				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the role of fine needle aspiration biopsies (FNAB)	<p>Participates in simulated experience in fine needle aspiration (FNA), including "time-out" according to standard procedures, slide preparation and staining; actively observes and assists at FNAB</p> <p>Actively observes and/or provides support to other service providers performing FNAB</p> <p>Aware of potential complications of the FNAB and the need to obtain appropriate informed consent</p>	<p>Performs a "time-out" according to standard procedures; determines and documents relevant physical findings; performs FNAB; procures adequate specimens; consistently logs FNA procedures in the ACGME Case Log System</p> <p>Provides an accurate adequacy assessment and triages specimens for appropriate ancillary studies</p> <p>Obtains informed consent; describes management of complications of FNAB</p>	<p>Describes and discusses indications and/or performs ultrasound guided FNAB and core needle biopsy</p> <p>Provides appropriate provisional assessments</p> <p>Manages complications of the FNAB or refers to appropriate health care professional</p>	<p>Proficient in the performance of FNAB</p> <p>Proficient in providing assessments</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, Simulation, Portfolio, checklist, Case Logs, 360° evaluation

MK1 — Interpretation and Diagnostic Knowledge: Demonstrates attitudes, knowledge, and practices that support the interpretation, analysis, formulation, and generation of reliable diagnoses				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the concept of the cytopathology report, the inherent limitations of cytopathology, and can generally describe cytomorphology	Builds upon prior knowledge of cytomorphology; considers clinical information; describes key cytomorphologic features	Consistently describes cytomorphology accurately; integrates clinical findings with microscopic appearance to develop a reasonable final diagnosis	Reliably and accurately describes cytomorphology; consistently and accurately renders a diagnosis through integration of clinical information	Teaches the integration of clinical information with cytomorphologic features proficiently to render highly accurate diagnoses
Understands the concept of diagnostic adjuncts, including flow cytometric analysis, immunocytochemistry, and molecular testing	Actively observes indications for ordering diagnostic adjuncts, including flow cytometric analysis, immunocytochemistry, and molecular testing	Appropriately proposes and explains indications for diagnostic adjuncts, including flow cytometric analysis, immunocytochemistry, and molecular testing	Reliably orders appropriate diagnostic adjuncts, including flow cytometric analysis, immunocytochemistry, and molecular testing, prior to sign-out	Teaches the application of diagnostic adjuncts, including flow cytometric analysis, immunocytochemistry, and molecular testing
Understands the need for knowledge of pathogenesis, diagnostic techniques, and prognostic factors in disease processes commonly diagnosed by cytologic methods	Demonstrates understanding of pathogenesis, diagnostic techniques, and prognostic factors in disease processes commonly diagnosed by cytologic methods	Lists differential diagnosis and prognostic factors for major cytology specimen types; augments clinical experience through cytopathology-specific educational activities, review of subspecialty medical literature, and use of study sets of unusual cases	Accurately correlates cytology specimens from common organ sites with prognostic factors; has evaluated cytology specimens, representing a variety of organs and significant pathological findings	Teaches the pathogenesis, diagnostic techniques, and prognostic factors in disease processes commonly sampled by cytologic methods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, portfolio, In-Service Examination, quality assessment, review of report records, 360° evaluations, narrative, retrospective peer review

MK2 — Interpretation and Diagnostic Knowledge: Demonstrates attitudes, knowledge, and practices that support the interpretation, analysis, formulation, and generation of reliable diagnoses in cervical cancer screening				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of cervical cancer screening, cervical cancer screening follow-up guidelines, and laboratory regulations related to cytopathology tests	Participates in cervical cancer screening, and complies with laboratory regulations related to cytopathology tests	Applies cervical cancer screening and follow-up guidelines, provides advice on follow-up guidelines, and adheres to laboratory regulations related to cytopathology tests	Accurately correlates cervical cancer screening cytology specimens with prognostic factors	Teaches about cervical cancer screening, cervical cancer screening follow-up guidelines, and laboratory regulations related to cytopathology tests
Understands the concept of ancillary studies, including molecular testing	Observes indications for ordering ancillary studies	Proposes and explains appropriate indications for ancillary studies	Reliably orders appropriate ancillary studies prior to sign-out	Teaches the application of ancillary studies, including molecular testing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, portfolio, In-Service Examination, quality assessment, review of report records, 360° evaluations, narrative, retrospective peer review

SBP1 — Regulatory and Compliance: Manages accreditation				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands that laboratories are regulated by state, federal, and professional organizations; demonstrates compliance with national regulations for patient privacy and confidentiality (e.g., HIPAA, state laws, institutional policies)	With substantial guidance, reviews the implementation of state, federal, and professional organization standards or elements of checklists in the laboratory	With minimal guidance, participates in the implementation of state, federal, and professional organization standards or elements of checklists in the laboratory	Participates as a team member in mock or actual inspection of a laboratory, or equivalent (e.g., tracers, self-inspection)	Participates or performs in or leads the inspection of a laboratory at an outside facility
Understands the use of proficiency testing	Reviews proficiency testing results		Assists with implementation of corrective action based on proficiency testing results	Implements corrective action based on proficiency testing results
Demonstrates knowledge of inter-laboratory comparison programs	Demonstrates knowledge of inter-laboratory comparison programs and their consequences	Demonstrates diagnostic competence in inter-laboratory comparison programs		Successfully participates in government-mandated cytology proficiency testing for Pap tests
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, portfolio, simulation, examination, team leader performance evaluation, 360° evaluation, narrative

SBP2 — Health care teams				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of the pathologist’s role in the health care team	With substantial guidance, plays a role in the health care team (e.g., case presentation, consultation, test selection guidance)	With minimal guidance, plays a role in the health care team (e.g., case presentation, consultation, test selection guidance)	Independently plays a role in the health care team (e.g., case presentation, consultation, test selection guidance)	Effectively plays a lead role in the health care team (e.g., case presentation, consultation, test selection guidance)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, portfolio, simulation, examination, team leader performance evaluation, 360° evaluation, narrative

SBP3 — Lab Management: Utilizes resources (personnel and finance)				
Level 1	Level 2	Level 3	Level 4	Level 5
Aware of the roles of a pathologist in managing personnel; interprets an organizational chart	Knows the personnel and lines of reporting in the laboratory	Describes the process of personnel management and employment laws (e.g., interview questions, Family and Medical Leave Act, termination policies)	Participates in employee interviews/performance evaluation (real or simulated experiences)	Manages personnel effectively
Recognizes different budget types (e.g., capital vs. operating budget)	Describes the elements of a budget (e.g., personnel, capital equipment)	Describes the basics of pathology practice finance (e.g., Part A and Part B, Centers for Medicare & Medicaid Services [CMS])	Participates in a budget cycle exercise (draft, defend, and propose logical cuts and/or additions)	Develops a budget
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, portfolio, simulation, examination, team leader performance evaluation, 360° evaluation, narrative

SBP4 — Lab Management: Technical Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands concepts of specimen collection, cytopreparation, and screening, including liquid-based preparation	Observes cytopathology laboratory cytopreparation, including liquid-based preparation for gynecologic and non-gynecologic specimens; screens cytologic specimens, performs re-screen of cytotechnologist-screened specimens prior to sign-out	Competent in specimen preparation techniques	Advises staff members on collection and preparation techniques	Actively advises staff members on collection and preparation techniques; capable of setting up and administering a cytopathology laboratory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, portfolio, simulation, examination, team leader performance evaluation, 360° evaluation, narrative

SBP5 — Lab Management: Quality, Risk Management and Laboratory Safety: Explains, recognizes, summarizes, and is able to apply quality improvement (QI), risk management, and safety issues				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the role of quality assurance/improvement methods, including cytologic-histologic correlations	Actively observes at laboratory meetings and conferences related to quality assurance/improvement methods, including cytologic-histologic correlations	Organizes and presents at cytologic-histologic correlation conferences; begins QI project and patient safety project	Participates in laboratory management meetings and is involved in decision-making; completes QI project and patient safety project	Teaches QI, risk management, and laboratory safety as they pertain to cytopathology
Understands the use of laboratory information systems and computational analysis for cytopathology reporting, data management, and quality control/assurance	Actively observes the use of laboratory information systems and computational analysis for cytopathology reporting, data management, and quality control/assurance	Participates in the application of laboratory information systems and computational analysis for cytopathology reporting, data management, and quality control/assurance	Demonstrates competence in using laboratory information systems and computational analysis for cytopathology reporting, data management, and quality control/assurance	Teaches use of laboratory information systems and computational analysis for cytopathology reporting, data management, and quality control/assurance
	Aware of risk management issues	Demonstrates knowledge of risk management issues	Demonstrates competence by presenting a QI project, identifying system errors, and implementing potential systems solutions	Participates in actual or simulated risk management issues
Reflects upon errors	Actively documents and communicates system errors and the process of corrective action to appropriate faculty and staff members	Involved in QI projects that address identified system errors		Teaches and leads identification of system errors and implementation of potential systems solutions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, portfolio, simulation, examination, team leader performance evaluation, 360° evaluation, narrative

PBLI1 — Scholarly Activity: Analyzes and appraises pertinent literature, and applies scientific method to identify and interpret evidence-based medicine and apply it clinically				
Level 1	Level 2	Level 3	Level 4	Level 5
Exhibits knowledge of the basic principles of research (demographics, statistics, IRB, human subjects), including how research is conducted, evaluated, explained to patients, and applied to patient care	<p>Identifies research project early in fellowship</p> <p>Applies evidence-based medicine in presentations, such as at journal club</p> <p>Teaches cytopathology to residents</p>	<p>Initiates research project with regular mentoring by research advisor</p> <p>Applies evidence-based medicine in educational, scholarship-based presentations, such as at institutional, local, or regional meetings</p>	<p>Prepares and submits research abstract for local, regional, or national meeting presentation and/or article for peer-reviewed publication</p> <p>Applies evidence-based medicine in articles prepared and submitted for peer-reviewed publication</p>	Mentors cytopathology-based research projects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation and evaluation of presentations by participants; portfolio; examination

PBLI2 — Evidence-based Utilization				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of evidence-based utilization of laboratory tests and results	With substantial guidance, critically reviews the literature addressing evidence-based utilization of laboratory tests and results	With minimal guidance, critically reviews the literature addressing evidence-based utilization of laboratory tests and results	Independently performs a critical review of the literature addressing evidence-based utilization of laboratory tests and results, and designs utilization guidelines	Implements institutional utilization guidelines for evidence-based laboratory tests and results
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation and evaluation of presentations by participants; portfolio; examination

PROF1 — Receives and provides feedback				
Level 1	Level 2	Level 3	Level 4	Level 5
Acknowledges feedback constructively	Modifies practice in response to feedback	Provides constructive feedback	Actively seeks and maintains changes in practice based on feedback	Mentors others in giving and receiving constructive feedback
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, 360° evaluation, Role-play or simulation, Fellow experience narrative

PROF2 — Demonstrates accountability, honesty, and integrity				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Completes assigned tasks on time</p> <p>Is honest and understands the concepts of ethical behavior; seeks counsel when ethical questions arise</p>	<p>Reliably completes assigned tasks in a timely manner; assists team members when requested; respects assigned schedules</p> <p>Acknowledges personal limitations, near misses, and errors, and puts the needs of patients first; engages in ethical behavior</p>	<p>Anticipates team needs and assists as needed</p> <p>Identifies personal limitations and takes responsibility for errors</p>	<p>Anticipates team needs and takes leadership role to independently implementing solutions</p> <p>Institutes corrective measures for errors; is viewed by members of the health care team as accepting of personal responsibility, and as always putting the needs of the patient above his/her own interests</p>	<p>Exemplifies effective management of multiple competing tasks with reliable follow-up; is source of support/guidance to other members of health care team</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, 360° evaluation, role-play or simulation, fellow experience narrative

PROF3 — Demonstrates cultural competency				
Level 1	Level 2	Level 3	Level 4	Level 5
Respects diversity and autonomy; recognizes vulnerable populations	Embraces diversity and respects vulnerable populations; aware of potential for bias or cultural differences to affect care and the workplace Understands and complies with institutional policies affecting cultural competency	Demonstrates cultural competency; recognizes cultural differences that may affect care and the workplace; identifies and avoids biases	Exemplifies cultural competency; recognizes cultural differences; identifies and avoids biases that may affect care and the workplace	Models cultural competency; recognizes cultural differences that may affect care and the workplace; works with peers to avoid biases
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, 360° evaluation, role-play or simulation, fellow experience narrative

PROF4 — Professionalism: Demonstrates personal responsibility to maintain emotional, physical, and mental health				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accepts importance of own emotional, physical, and mental health, and of issues related to fatigue/sleep deprivation; manifests basic professional responsibilities, including timely reporting for duty, and being rested, ready to work, and appropriately dressed</p> <p>Attends required GME curriculum on sleep deprivation/stress and duty hours reporting</p>	<p>Manages own emotional, physical, and mental health and issues related to fatigue/sleep deprivation; recognizes signs of impairment in self and seeks appropriate help when needed</p>	<p>Manages own emotional, physical, and mental health and issues related to fatigue/sleep deprivation, including in stressful conditions</p>	<p>Recognizes signs of impairment in others, and facilitates seeking appropriate help when needed; anticipates and avoids own behavior that might lead to impairment</p>	<p>Accesses institutional resources to address impairment in self or others, and initiates seeking appropriate help when needed</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, 360° evaluation, role-play or simulation, fellow experience narrative

ICS1 — Communicates with health care providers, families, and patients (as applicable)				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of timely and effective communication with health care providers, families, and patients (as applicable)	With substantial guidance, provides timely and effective communication with health care providers, families, and patients (as applicable)	With minimal guidance, provides timely and effective communication with health care providers, families, and patients (as applicable)	Effectively communicates complex, difficult, or challenging information (e.g., errors, complications, adverse events, and bad news)	Serves as a role model for effective and professional communication to health care providers, families, and patients (as applicable)
Understands that written reports must be clear and timely	With substantial guidance, produces a clear and understandable written report	With minimal guidance, produces a clear and understandable written report	Independently and consistently produces a clear and understandable written report	
Effectively utilizes the electronic health record				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, 360° evaluation, narrative

ICS2 — Demonstrates personnel management and conflict resolution				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of conflict and complaint resolution	With substantial guidance, manages conflicts and complaints	With minimal guidance, manages conflicts and complaints	Independently manages conflicts and complaints	Anticipates, mitigates, and manages potential conflicts and complaints
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, 360° evaluation, narrative

ICS3 — Intra- and Inter-departmental and Health Care Clinical Team Interactions: Displays attitudes, knowledge, and practices that promote safe patient care through interdisciplinary team interactions				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of clinical input in formulating a differential diagnosis, and in composing a final diagnosis	Participates through observation and active interaction with clinicians in obtaining relevant clinical and/or radiologic data	Assesses, analyzes, and interprets cytopathology reports, and discusses findings in consultation with clinical colleagues	Routinely interfaces with clinical colleagues appropriately to narrow differential diagnosis and arrive at a final diagnosis	Fully participates as member of the health care team and is recognized as proficient by peers and clinical colleagues
Aware of the role of multi-disciplinary conferences (MDCs) in furthering appropriate patient care	Regularly participates in MDCs, at least once per month on average	Prepares cases and assists in presentations at MDCs	Leads case presentations at MDCs	Organizes and is responsible for MDCs
	Observes the provision of appropriate and effective intra- and inter-departmental consultations	Participates in supervised provision of medical advice on diagnosis and management of diseases at organ sites sampled by cytologic methods	Demonstrates competence in providing appropriate and effective consultation to physicians and other health care professionals, including advice on diagnosis and management of diseases at organ sites sampled by cytologic methods	Serves as consultant to the health care team
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Suggested Evaluation Methods: Direct observation, 360° evaluation, narrative