

UNITED COUNCIL
FOR
NEUROLOGIC
SUBSPECIALTIES

UCNS Clinical Neuromuscular Pathology Milestones

For definitions and instructions to complete milestones, please visit the [ACGME website](#).

- UCNS Common Milestones for Interpersonal & Communication Skills, Practice-based Learning and Improvement, Professionalism, and Systems-based Practice, adopted from the ACGME Clinical Neurophysiology milestones

1. Systems thinking, including cost- and risk-effective practice – Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Identifies and describes the roles of other team members. Identifies obvious or critical causes of error. 	<ul style="list-style-type: none"> Minimizes unnecessary diagnostic and therapeutic tests. Advocates for cost-conscious utilization of resources. Reports system errors that contribute to patient safety. 	<ul style="list-style-type: none"> Practices cost-effective patient care. Advocates for safe patient care and optimal patient care systems. Participates in quality assurance or improvement activities to improve patient safety. 	<ul style="list-style-type: none"> Leads quality assurance or improvement activities. Initiates care delivery models to mitigate barriers to cost-effective and high-quality care. 	<ul style="list-style-type: none"> Mentors others in quality improvement activities. Mentors others in developing care delivery models.
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Comments: Not Applicable <input type="checkbox"/>				

2. Self-directed learning – Practice-based Learning and Improvement				
<ul style="list-style-type: none"> Identify strengths, deficiencies, and limits in one’s knowledge and expertise Set learning and improvement goals Identify and perform appropriate learning activities 				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Engages in self-reflection when asked to do so. Responsive to feedback when offered. 	<ul style="list-style-type: none"> Welcomes unsolicited feedback. Engages in self-reflection routinely. Receptive to feedback from multiple sources. 	<ul style="list-style-type: none"> Recognizes sub-optimal performance as an opportunity for self-improvement. Consistently incorporates feedback in learning plan. 	<ul style="list-style-type: none"> Demonstrates proficiency in reconciling disparate or conflicting feedback. Continuously self-reflects and incorporates self-improvement opportunities to maximize practice improvement. Seeks 360-degree feedback. 	<ul style="list-style-type: none"> Mentors others on self-reflection. Mentors others on the process of self-improvement. Provides constructive feedback to others in a non-judgmental manner.
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Comments: Not Applicable <input type="checkbox"/>				

3. Compassion, integrity, accountability, and respect for self and others – Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates compassion, sensitivity and responsiveness to patients and families. • Demonstrates non-discriminatory behavior in all interactions including diverse and vulnerable populations. • Consistently demonstrates professional behavior, including, boundaries, dress, and timeliness in all activities. 	<ul style="list-style-type: none"> • Demonstrates appropriate steps to address impairment in self. • Demonstrates compassionate practice of medicine, even in context of disagreement with patient beliefs. • Incorporates patients' socio-cultural needs and beliefs into patient care. • Advocates for quality patient care. 	<ul style="list-style-type: none"> • Advocates to reduce healthcare disparities. • Demonstrates appropriate steps to address impairment in colleagues. • Committed to managing conflicts of interest with sponsors and/or for-profit industries. 	<ul style="list-style-type: none"> • Mentors others in the compassionate practice of medicine, even in context of disagreement with patient beliefs. • Mentors others in sensitivity and responsiveness to diverse and vulnerable populations. 	<ul style="list-style-type: none"> • Engages in scholarly activity regarding professionalism in the subspecialty. • Advocates for quality patient care at a regional or national level. • Advocates to reduce healthcare disparities at a regional or national level.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>

4. Knowledge about, respect for, and adherence to the ethical principles relevant to the practice of medicine, remembering in particular that responsiveness to patients that supersedes self-interest is an essential aspect of medical practice – Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates ability to discuss common ethical principles and identify ethical issues in practice. 	<ul style="list-style-type: none"> • Consistently displays responsiveness to patients that supersedes self-interest. 	<ul style="list-style-type: none"> • Analyzes and manages ethical issues in straightforward clinical situations. 	<ul style="list-style-type: none"> • Analyzes and manages ethical issues in complex clinical situations. 	<ul style="list-style-type: none"> • Demonstrates leadership and mentorship in applying ethical principles. • Active participant on hospital ethics committee.
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Comments:				Not Applicable <input type="checkbox"/>

5. Relationship development, teamwork, and managing conflict – Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Develops a therapeutic relationship with patients in uncomplicated situations. • Actively participates in team-based care. 	<ul style="list-style-type: none"> • Manages simple patient/ family related conflicts. • Engages patients in shared decision making. • Consistently demonstrates respect for all team members. 	<ul style="list-style-type: none"> • Manages conflict in complex situations. • Uses easy-to-understand language in all phases of communication (avoids “medicalese” and considers the health literacy of the recipient). • Consistently demonstrates respect for healthcare providers from other departments. 	<ul style="list-style-type: none"> • Manages conflict across specialties and systems of care. • Leads team-based patient care activities. 	<ul style="list-style-type: none"> • Engages in scholarly activity regarding teamwork and conflict management. • Is proficient in crucial conversations.
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Comments: Not Applicable <input type="checkbox"/>				

6. Demonstrates communication skills which result in effective information exchange and collaboration with patients, their families and other healthcare professionals – Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Completes documentation in a timely fashion. • Describes how to communicate respectfully with persons of different socioeconomic and cultural backgrounds. • Follows through on patient communications. • Forwards notes to appropriate providers. 	<ul style="list-style-type: none"> • Educates patients about their diseases and management including risks and benefits of treatment options. • Effectively communicates the results of a neurologic consultation in a timely manner. • Effectively communicates with other healthcare professionals. 	<ul style="list-style-type: none"> • Effectively gathers information from collateral sources when necessary. • Demonstrates synthesis, formulation, and thought process in documentation. • Demonstrates effective non-verbal communication skills. 	<ul style="list-style-type: none"> • Mentors colleagues in timely, accurate and efficient documentation. • Consistently uses teach back in patient encounters. • Models cross-cultural communication and establishes therapeutic relationships with persons of diverse socioeconomic and cultural backgrounds. 	<ul style="list-style-type: none"> • Consistently receives highest tenth percentile patient/family feedback on communication skills on standardized validated assessments. • Develops patient education materials related to the subspecialty. • Engages in scholarly activity regarding interpersonal communication in the subspecialty.
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Comments: Not Applicable <input type="checkbox"/>				

7. Research and other scholarly activity				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Reads subspecialty-scientific literature. 	<ul style="list-style-type: none"> • Critically evaluates and presents results of published research in the subspecialty at journal club or in a similar setting. 	<ul style="list-style-type: none"> • Writes a case report, review article, or chapter suitable for publication in the subspecialty, or • Presents an abstract or lecture in field of the subspecialty at a professional meeting. 	<ul style="list-style-type: none"> • Designs and initiates original research in field of the subspecialty. • Develops an educational curriculum in the subspecialty. 	<ul style="list-style-type: none"> • Publishes original peer-reviewed research. • Serves as a research mentor.
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Comments:				Not Applicable <input type="checkbox"/>

8. Patient Care – Interpretation and Diagnosis				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Discusses importance of diagnoses and test results in patient care. • Identifies normal states and reference ranges. • Describes indications for common tests. 	<ul style="list-style-type: none"> • Identifies pertinent test results and correlates to clinical findings to develop a differential diagnosis. • Distinguishes normal from abnormal findings. • Proposes appropriate initial tests. 	<ul style="list-style-type: none"> • Consistently integrates test results with clinical findings to refine differential and propose a diagnosis. • Identifies confounding factors, artifacts, and pre-analytic issues. • Proposes and interprets ancillary tests in clinical context. 	<ul style="list-style-type: none"> • Makes accurate diagnoses and interpretations of test results. • Gives consideration to confounding factors in formulating an interpretation(s) and diagnoses. • Recommends further work-up using diagnostic algorithms and recommends therapeutic options, as appropriate. 	<ul style="list-style-type: none"> • Is an expert diagnostician. • Proposes optimal diagnostic and therapeutic strategies based on patterns within a population.
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Comments:				Not Applicable <input type="checkbox"/>

9. Medical Knowledge – Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates a basic framework for clinical reasoning. • Identifies appropriate resources to inform clinical reasoning. 	<ul style="list-style-type: none"> • Demonstrates clinical reasoning to determine relevant information. • Selects relevant resources based on scenario to inform decisions. 	<ul style="list-style-type: none"> • Synthesizes information to inform clinical reasoning, with assistance. • Seeks and integrates evidence-based information to inform diagnostic decision making in complex cases, with assistance. 	<ul style="list-style-type: none"> • Independently synthesizes information to inform clinical reasoning in complex cases. • Independently seeks out, analyzes, and applies relevant original research to diagnostic decision making in complex clinical cases. 	<ul style="list-style-type: none"> • Demonstrates intuitive approach to clinical reasoning for complex cases.
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Comments:				Not Applicable <input type="checkbox"/>

10. Medical Knowledge – Evidence-Based Practice and Scholarship				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates how to access and select applicable evidence. • Aware of the need for patient privacy, autonomy, and consent as applied to clinical research. 	<ul style="list-style-type: none"> • Identifies and applies the best available evidence to guide diagnostic workup of simple cases. • Develops knowledge of the basic principles of research (demographics, Institutional Review Board, human subjects), including how research is evaluated, explained to patients, and applied to patient care. 	<ul style="list-style-type: none"> • Identifies and applies the best available evidence to guide diagnostic work-up of complex cases. • Applies knowledge of the basic principles of research such as informed consent and research protocols to clinical practice, with assistance. 	<ul style="list-style-type: none"> • Critically appraises and applies evidence to guide care, even in the face of conflicting data. • Proactively and consistently applies knowledge of the basic principles of research such as informed consent and research protocols to clinical practice. 	<ul style="list-style-type: none"> • Teaches others to critically appraise and apply evidence for complex cases; and/or participates in development of guidelines. • Suggest improvements to research regulations and/or substantially contributes to the primary literature through basic, translational, or clinical research.
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Comments:				Not Applicable <input type="checkbox"/>