

The logo for the United Council for Neurologic Subspecialties features the text "UNITED COUNCIL FOR NEUROLOGIC SUBSPECIALTIES" in a serif font. "UNITED COUNCIL" and "SUBSPECIALTIES" are in black, while "FOR NEUROLOGIC" is in gold. The text is framed by a gold L-shaped border on the right and bottom.

UNITED COUNCIL  
FOR  
NEUROLOGIC  
SUBSPECIALTIES

## UCNS Common 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
- Template for subspecialty-specific milestones for Patient Care and Medical Knowledge

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"> <li>Identifies and describes the roles of other team members.</li> <li>Identifies obvious or critical causes of error.</li> </ul>	<ul style="list-style-type: none"> <li>Minimizes unnecessary diagnostic and therapeutic tests.</li> <li>Advocates for cost-conscious utilization of resources.</li> <li>Reports system errors that contribute to patient safety.</li> </ul>	<ul style="list-style-type: none"> <li>Practices cost-effective patient care.</li> <li>Advocates for safe patient care and optimal patient care systems.</li> <li>Participates in quality assurance or improvement activities to improve patient safety.</li> </ul>	<ul style="list-style-type: none"> <li>Leads quality assurance or improvement activities.</li> <li>Initiates care delivery models to mitigate barriers to cost-effective and high-quality care.</li> </ul>	<ul style="list-style-type: none"> <li>Mentors others in quality improvement activities.</li> <li>Mentors others in developing care delivery models.</li> </ul>
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2. Self-directed learning – Practice-based Learning and Improvement				
<ul style="list-style-type: none"> <li>Identify strengths, deficiencies, and limits in one’s knowledge and expertise</li> <li>Set learning and improvement goals</li> <li>Identify and perform appropriate learning activities</li> </ul>				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Engages in self-reflection when asked to do so.</li> <li>Responsive to feedback when offered.</li> </ul>	<ul style="list-style-type: none"> <li>Welcomes unsolicited feedback.</li> <li>Engages in self-reflection routinely.</li> <li>Receptive to feedback from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes sub-optimal performance as an opportunity for self-improvement.</li> <li>Consistently incorporates feedback in learning plan.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates proficiency in reconciling disparate or conflicting feedback.</li> <li>Continuously self-reflects and incorporates self-improvement opportunities to maximize practice improvement.</li> <li>Seeks 360-degree feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Mentors others on self-reflection.</li> <li>Mentors others on the process of self-improvement.</li> <li>Provides constructive feedback to others in a non-judgmental manner.</li> </ul>
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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"> <li>• Demonstrates compassion, sensitivity and responsiveness to patients and families.</li> <li>• Demonstrates non-discriminatory behavior in all interactions including diverse and vulnerable populations.</li> <li>• Consistently demonstrates professional behavior, including, boundaries, dress, and timeliness in all activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate steps to address impairment in self.</li> <li>• Demonstrates compassionate practice of medicine, even in context of disagreement with patient beliefs.</li> <li>• Incorporates patients' socio-cultural needs and beliefs into patient care.</li> <li>• Advocates for quality patient care.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates to reduce healthcare disparities.</li> <li>• Demonstrates appropriate steps to address impairment in colleagues.</li> <li>• Committed to managing conflicts of interest with sponsors and/or for-profit industries.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors others in the compassionate practice of medicine, even in context of disagreement with patient beliefs.</li> <li>• Mentors others in sensitivity and responsiveness to diverse and vulnerable populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in scholarly activity regarding professionalism in the subspecialty.</li> <li>• Advocates for quality patient care at a regional or national level.</li> <li>• Advocates to reduce healthcare disparities at a regional or national level.</li> </ul>
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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"> <li>• Demonstrates ability to discuss common ethical principles and identify ethical issues in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently displays responsiveness to patients that supersedes self-interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and manages ethical issues in straightforward clinical situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and manages ethical issues in complex clinical situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates leadership and mentorship in applying ethical principles.</li> <li>• Active participant on hospital ethics committee.</li> </ul>
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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"> <li>• Develops a therapeutic relationship with patients in uncomplicated situations.</li> <li>• Actively participates in team-based care.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages simple patient/ family related conflicts.</li> <li>• Engages patients in shared decision making.</li> <li>• Consistently demonstrates respect for all team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages conflict in complex situations.</li> <li>• Uses easy-to-understand language in all phases of communication (avoids “medicalese” and considers the health literacy of the recipient).</li> <li>• Consistently demonstrates respect for healthcare providers from other departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages conflict across specialties and systems of care.</li> <li>• Leads team-based patient care activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in scholarly activity regarding teamwork and conflict management.</li> <li>• Is proficient in crucial conversations.</li> </ul>
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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"> <li>• Completes documentation in a timely fashion.</li> <li>• Describes how to communicate respectfully with persons of different socioeconomic and cultural backgrounds.</li> <li>• Follows through on patient communications.</li> <li>• Forwards notes to appropriate providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Educates patients about their diseases and management including risks and benefits of treatment options.</li> <li>• Effectively communicates the results of a neurologic consultation in a timely manner.</li> <li>• Effectively communicates with other healthcare professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively gathers information from collateral sources when necessary.</li> <li>• Demonstrates synthesis, formulation, and thought process in documentation.</li> <li>• Demonstrates effective non-verbal communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors colleagues in timely, accurate and efficient documentation.</li> <li>• Consistently uses teach back in patient encounters.</li> <li>• Models cross-cultural communication and establishes therapeutic relationships with persons of diverse socioeconomic and cultural backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently receives highest tenth percentile patient/family feedback on communication skills on standardized validated assessments.</li> <li>• Develops patient education materials related to the subspecialty.</li> <li>• Engages in scholarly activity regarding interpersonal communication in the subspecialty.</li> </ul>
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7. Research and other scholarly activity				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Reads subspecialty-scientific literature.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluates and presents results of published research in the subspecialty at journal club or in a similar setting.</li> </ul>	<ul style="list-style-type: none"> <li>Writes a case report, review article, or chapter suitable for publication in the subspecialty, or</li> <li>Presents an abstract or lecture in field of the subspecialty at a professional meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Designs and initiates original research in field of the subspecialty.</li> <li>Develops an educational curriculum in the subspecialty.</li> </ul>	<ul style="list-style-type: none"> <li>Publishes original peer-reviewed research.</li> <li>Serves as a research mentor.</li> </ul>
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**TEMPLATE:**

*For development of subspecialty-specific milestones in Patient Care and Medical Knowledge*

*Develop not less than two (one for Patient Care and one for Medical Knowledge) and not more than twelve milestones (total for both milestones) using the template below. The milestones should be neither comprehensive nor prescriptive.*

8. TEMPLATE – Competency				
Level 1	Level 2	Level 3	Level 4	Level 5
•	•	•	•	•
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